македонски

Macedonian

Language Guide

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Macedonian 1.2
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Macedonian

Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of Preach My Gospel and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see Preach My Gospel, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY DIRECTED ACTIVITIES

TECHNOLOGY ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in chapter 7 of Preach My Gospel as you create and apply your own language study plan. Use all available resources including your dictionary, Vocabulary and Phrase Book (VP Book), simple grammar text, Preach My Gospel and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the Language Guide are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in chapter 7 of Preach my Gospel to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language learning missionary:

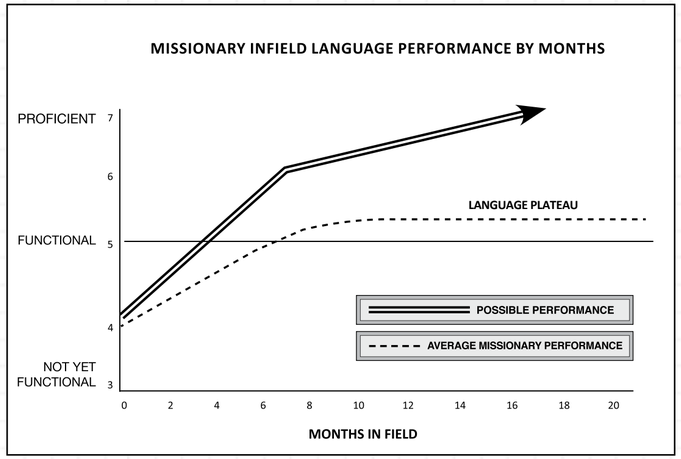
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in Preach My Gospel, chapter 7. This introduction will help you apply those principles while in the MTC.



This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply chapter 7 of Preach My Gospel.

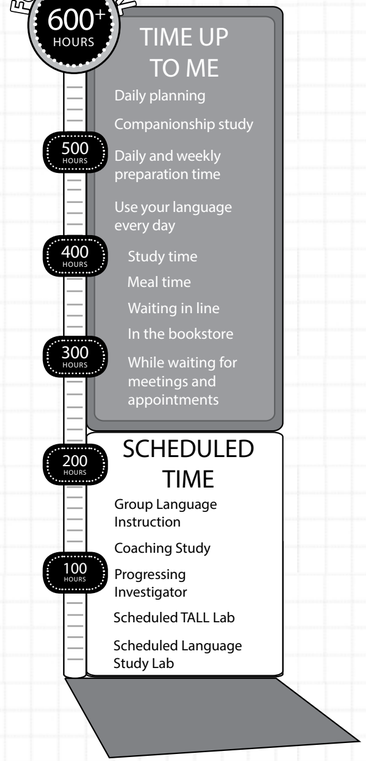
What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (Missionary Satellite Broadcast, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need 600 –1000 hours of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.

STEP UP



Language learning is a challenging task that requires dedication and diligence (Preach My Gospel, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (Preach My Gospel, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (Preach My Gospel, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule you will have more than 140 additional hours of SYL while you are in the MTC?

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself to the examples we have.

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "Speak from the heart in [my] own terms... speak out of [my] own conviction." (Preach My Gospel , 175-176)
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power." (Preach My Gospel, p. 20)
- Be able to "expound the scriptures when [I] teach." (Preach My Gospel, p. 182)

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book
- Memorize 1000 common words and phrases
- Memorize 100 scriptures and parables

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include what, how, when and where you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. How did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 verses	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. Always carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in chapter 3 of Preach My Gospel provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (Preach My Gospel, 129).

REMEMBER

1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review Preach My Gospel, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

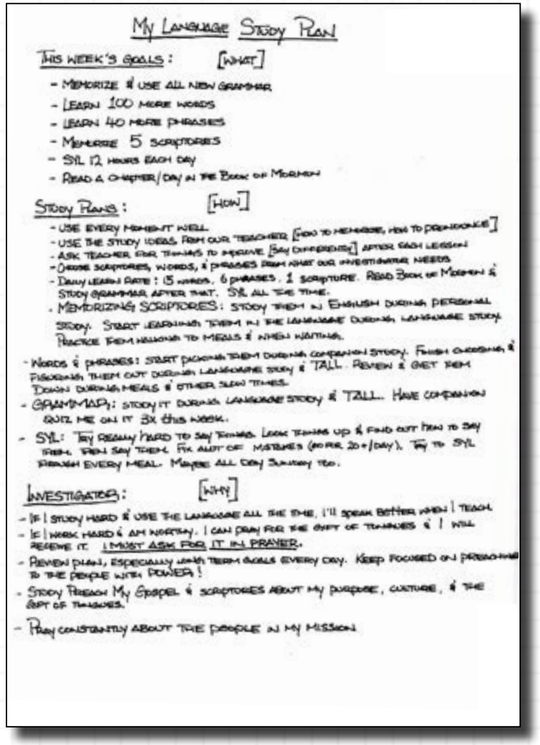
- Goals stating what you will learn.
- Study plans and ideas for how you will study.

A CALENDAR OR PLANNER TO DECIDE:

- When, where, and how much language you will study each day, broken down by hours.

For the best strategies on learning your language, refer to Preach My Gospel, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1



My Language Study Plan

This week's goals: [what]

- Memorize # use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- Sil 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

- use every moment well.
- use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [my experiences] after each lesson
- Divide scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. Sil all the time.
- Memorizing Scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

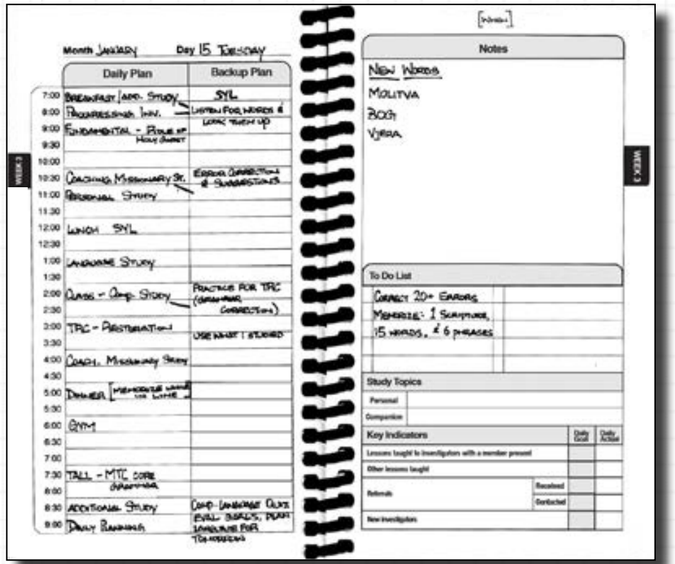
- Words & phrases: start putting them during companion study. Finish dividing & memorizing them out during language study & TALL. Review & quiz them during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- Sil: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (go for 20+/day). Try to Sil through every meal. Maybe all day Sunday too.

Investigators: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plans, especially week term goals every day. Keep focused on preparing to the people with power!
- Study through My Gospel & scriptures about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission

What do you see in these sample plans that you hadn't considered?



Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast/App. Study	Sil
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Review up Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error Correction & Suggestions
11:00	Personal Study	
11:30		
12:00	Lunch Sil	
12:30		
1:00	Language Study	
1:30		
2:00	Class - Comp. Study	Practice for TRC (grammar, correction)
2:30		
3:00	TRC - Restoration	Use what I studied
3:30		
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize words on Lunch]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core curriculum	
8:00		
8:30	Additional Study	Comp. Language Class Eval. goals, plans, language for Thursday
9:00	Daily Planning	

Week 3

Notes

New Words
Molitva
Bog
Vjera

To Do List

Correct 20+ Errors
Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal
Companion

Key Indicators	Daily Goal	Daily Actual
Lessons taught to investigators with a member present		
Other lessons taught		
Referrals Received		
Referrals Contacted		
New investigators		

Week 4

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a) Teach John how to pray
   i) Study "The Restoration" pamphlet "How can I Know?" in the language.
      (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
      (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
   ii) Study command form for giving directions about how to pray.
      (1.) Conjugate 5 verbs in the command form. (7 minutes)
      (2.) Say all my commands in the mission language all day.
   iii) Practice with my companion, get feedback, and repractice (8 minutes)
b) Invite him to read the Book of Mormon and pray about it.
   i) Study the grammar materials to extend "Will you..." questions (5 minutes)
      (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
      (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
   ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
   iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- Finish all grammar lessons before leaving MTC
- 2000 words, 500 phrases by 6 months
- Speak fluently by 12 months

What else would do want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pgs 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you'll need notes, and the more you can review language while doing other physical tasks (walking, standing, shaving, etc.)

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in chapter 7 of Preach My Gospel are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used. Whatever your strategy for language learning, utilize the five steps.

ACTIVITY: MEMORIZATION

- Read Moroni 10:5 in your misison language.
- Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission lanuage.
- Copy these sentences so you can look at them all together.
- Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- When you use this grammar principle, what does it mean? Write it down.
- Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- Using the sentences you created, practice teaching your progressing investigator.
- Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- Identify three phrases in your native language in the TALL VP book or *Preach My Gospel* to use while teaching your progressing investigator.
- Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- Compare your phrases with the native translation in the VP book or a language version of *Preach My Gospel*.
- Identify errors in the translation. What did you learn about the meaning and form?
- Practice saying the corrected phrases out loud.
- Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS

ARTICLE:
the (definite); **a/an** (indefinite)

NOUN:
A person, place, thing, or idea Answers the question " Who?" or "What?"

PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)

CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)

"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."

ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)

VERB
an action; also an event or state of being.

POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)

ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well.**
I like teaching **a lot.**

PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books **.** (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition itself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.
Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject
I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

- Asking about and expressing a state of being
- Asking about and expressing possession or ownership
- Asking about and describing objects, people, and their characteristics
- Asking about and expressing desire, need, preference, ability, intention, or purpose
- Asking about and describing actions and events
- Asking and answering questions of contrasting attitudes, emotions, and feelings
- Asking and answering questions of time, date, and location
- Asking and answering questions of quality, quantity, number, and sequence
- Asking and answering questions of cause and effect
- Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

HOW MUCH TIME SHOULD BE SPENT ON THE APPLICATION ACTIVITIES IN CLASS?

If missionaries reach the descriptions of the previous steps, you can use group language instruction time on these activities.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices let you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

For example, in the romance languages, irregular modal verbs + an infinitive (e.g., to want to, to need to, to know how to, to be able to, etc., + an infinitive verb) have been placed before the learning of regular families of verbs because the modals, even though they are irregular in their conjugations, are by far the more frequently used verbs.

By simply using these irregular verbs alongside any other infinitive verb, you suddenly have a whole world of communication possibilities open to you, without having to learn any additional grammar forms or conjugations. This is very enabling and can put you miles ahead in your ability to communicate early and more easily. Other types of languages have similar kinds of shortcuts, and where possible, those have been placed early in the grammar sequence.

The Macedonian Alphabet

Letter	Italics	English	Pronunciation
Аа	*Аа*	a	a as in father
Бб	*Бб*	b	b as in bread
Вв	*Вв*	v	v as in victory
Гг	*Гг*	g	g as in game
Дд	*Дд*	d	d as in door
Ѓѓ	*Ѓѓ*	gy	gy as in argue
Ее	*Ее*	e	e as in men
Жж	*Жж*	zh	su as in leisure
Зз	*Зз*	z	z as in zebra
Ss	*Ss*	dz	dz (which assimilates to ds) as in suds
Ии	*Ии*	i	ee as in see
Jj	*Jj*	j	y as in young
Кк	*Кк*	k	k as in kind
Лл	*Лл*	l	l as in loop
Мм	*Мм*	m	m as in mother
Љљ	*Љљ*	lj	lj as in million

Letter	Italics	English	Pronunciation
Нн	*Нн*	n	n as in night
Њњ	*Њњ*	nj	nj as in lasagna
Оо	*Оо*	o	o as in open
Пп	*Пп*	p	p as in pot
Рр	*Рр*	r	rolled r similar to sound in English butter
Сс	*Сс*	s	s as in sun
Тт	*Тт*	t	t as in tea
Ќќ	*Ќќ*	kj	cu as in cute
Уу	*Уу*	u	u as in rule
Фф	*Фф*	f	f as in find
Хх	*Хх*	h	h as in hotel
Цц	*Цц*	ts	tz as in cats
Чч	*Чч*	ch	ch as in cheddar
Џџ	*Џџ*	dzh	j as in jungle
Шш	*Шш*	sh	sh as in sheep

Cognates (Related Words)			
Интернет	*Internet*	Кафе	*Coffee*
Такси	*Taxi*	Центар	*Center*
Телефон	*Telephone*	Хамбургер	*Hamburger*
Тоалет	*Toilet*	Компјутер	*Computer*

Review:

Practice spelling your name and the names of others using the Cyrillic alphabet.

Note: Macedonian is a phonetic language, meaning that each letter always makes the same sound(s).

Phrases (фрази)			
Како се пишува?	*How is it written (spelled)?*	Знам	*I know.*
Како се каже____?	*How do you say____?*	Не знам	*I don't know.*
Што значи____?	*What does ____ mean?*	Разбирам	*I understand.*
Извинете/Извини.	*Excuse me.*	Не разбирам	*I don't understand.*
Имам прашање.	*I have a question.*	Да	*Yes.*
Благодарам/Фала	*Thank you*	Не	*No.*

Practice pronouncing the following sounds:

фа, да, ла, ка, ма, ча, ќа, ша, ѓа, ља, ба, ва.
Ли, ми, ти, фи, пи, зи, ци, би, ќи, чи, ши, ви.
Ме, се, те, ле, бе, ве, џе, хе, не, це, ње, ље.
Чо, фо, ло, мо, по, so, со, ко, ро, но, хо, во.
Лу, му, љу, фу, ху, зу, су, ку, гу, шу, ѓу, пу.

Бал, вал, фол, рел, мел, нел, тил, кол, шул, њел, сил, тел.
Неж, реж, феж, њож, виж, беж, лож, диж, пуж, нуж, зож, јеж.
Дор, диф, дид, диг, дол, дем, ден, доб, дов, дес, дец, дех.
Езо, чиз, шез, зол, зед, зеж, љиз, суз, мез, изо, зар, азо.
Вос, ево, вод, виф, ќев, ѓив, гев, вре, цев, сев, вел, иви.
Хоп, охо, ехт, хех, хих, ахо, ехе, хил, хеф, фех, хес, ахи.

Ќито, ќепе, ќефа, аќес, ќиге, ќипо, ќегу, ќала, ќафо, ќути, иќип, уќил.
Ѓифо, ѓере, ѓате, ѓелу, еѓел, еѓил, аѓоп, апеѓ, етпѓ, џеѓи, шиѓо, пеѓи.
Ѓињо, њето, њоте, ењет, оњит, ењен, њешо, њеви, оњек, ињен, опењ, олањ.
Љимо, љеље, љеле, елјон, аљон, каналљ, фуниљ, љума, илјац, илјац, полја, љоба.
Џето, еџек, еџол, еџаф, оџис, сеџу, зеџи, џегу, џеша, оџас, феџеш, џаса.

Џесен, бедех, љејеб, педез, кулиц, еџелу, sачек, аџаху, еџани, њешип, џолаs, мунsа.

Meet Someone (да се запознае со некого)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Старешина	*Elder*
Сестра	*Sister*
Брат	*Brother*
Мисионер	*Missionary*
Представник	*Representative*
Член	*Member*
Пријател	*Friend*
Колега	*Companion*

Pronouns	
Јас	*I*
Ти	*You*
Тој	*He*
Таа	*She*
Тоа	*It*
Ние	*We*
Вие	*You(plural)*
Тие	*They*

Verbs	
сум	*to be*
се вика	*to be called*
сака	*to want/love*

Interrogative Pronouns	
Кој?	*Who?*
Што?	*What?*
Кога?	*When?*
Каде?	*Where?*
Зошто?	*Why?*
Како?	*How?*

Adjectives	
(Многу) добро	*(Very) good*
Супер	*Super*
Одличен(на/но/ни)	*Excellent*
Страшно	*Horrible*
(Многу) лош	*(Very) bad*

Common Phrases			
Здраво	*Hello*	Како сте?	*How are you? (plural)**
Добро утро	*Good morning*	Не разбирам	*I don't understand*
Добар ден	*Good day*	Благодарам/Фала	*Thanks*
Добра вечер	*Good evening*	Пријатно	*Goodbye*

In-Class Practice:

Practice introducing yourself to your companion and getting to know him or her.

Additional Practice:

Get to know your companion a little more. Learn about his or her family.

Phrases & Responses	
Здраво Hello	**Добар ден** Good day
Како сте? How are you? (plural)	**Добар сум** I am good
Мило ми е Pleased (to meet you)	**И мене** Me too
Пријатно Goodbye	**Чао** Bye

Subject	Verb	Adjective	Other
Јас I	**сум** am	**Старешина(и) / Сестра(и) (презиме)** Elder(s) / Sister(s) (last name) **мисионер(ка/и)** missionary (feminine / plural) **представник(ци)** representative (plural)	**на Црквата на Исус Христос** of The Church of Jesus Christ
Ние We	**сме** are		
Ова This	**е** is	**мојот колега / мојата колежка** my companion (M / F)	

Од каде сте?
Where are you from?

Pronoun	Verb	Preposition	Noun
Јас I	**сум** am	**од** from	**Америка** America **Европа** Europe **Јута** Utah **Калифорнија** California
Ние We	**сме** are		

Како се викате?
How are you called? (What is your name?)

Pronoun	Verb	Name
Јас I	**се вика(м)** he / she is (I am) called	**Старешина...** Elder... **Сестра...** Sister...
Тој / Таа He / She		

Verb	?	Noun
Имате You have (plural)	ли	**Семејство** a family **Брат(ќа)** a Brother(s) **Сестра(и)** Sister(s)

+

Adverb	Verb	Noun
Да Yes	**имам** I have	**Семејство** a family **Брат(ќа)** a Brother(s) **Сестра(и)** a Sister(s)
Не No	**немам** I don't have	

Question	Verb
Што What	**работите** you work (plural)?
	студирите you study (plural)?

**The word "plural" is interchangeable with the word "formal".*

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Бог	*God*
Исус Христос	*Jesus Christ*
Молитва	*Prayer*
Книга(та) на Мормон	*(The) Book of Mormon*
Пророк(от)	*(The) Prophet*
Свети(те) Писма	*(The) Holy Scriptures*
Љубов	*Love*
Син(от)	*(The) Son*
Џозеф Смит	*Joseph Smith*
Живот	*Life*
Библија(та)	*(The) Bible*
Татко	*Father*
Спасител	*Savior*
Врска	*Connection*
Деца	*Children*
Свети(от) Дух	*(The) Holy Ghost*

Adjectives	
Важен	*Important*
Вистински	*True*
Среќен	*Happy*
Љубовен	*Loving*
Небесен	*Heavenly*

Prepositions	
Во	*In*
Од	*From*
На	*On*
За	*For / About*

Conjunctions	
дека	*that*
и	*and*
поради	*because*

Verbs	
Сум	*to be*
Има	*to have*
помаѓа/помогне	*to help*
Знае	*to know*
Учи / Научи	*to teach*
Сака	*to love/want*
Верува	*to believe*

Review:

Practice teaching your companion a brief summary of the Restoration. Try to create at least one sentence for each of the eight main topics of the Restoration found in Lesson one of Preach My Gospel.

Grammar Help:

When forming a question, there are two words that you can use. “Дали” comes at the beginning of the sentence. “Ли” comes after the word in question.

You may notice that some verbs in English have two verbs in Macedonian. These verbs are known as imperfective and perfective, which will be taught later on.

Give a Simple Overview (да се дава простен преглед)

option 1

Subject	Verb	?	Linking word
Јас I	**верува<u>м</u>(те)** I (plural) believe	**ли?**	**во** in
Вие You (plural)	**зна<u>м</u>(ете)** I (plural) know **мисла<u>м</u>(ите)** I (plural) think		**дека** that

Object
Бог God
молитва prayer
Книгата на Мормон the Book of Mormon
Исус Христос Jesus Christ

Pronoun	Verb
ме(ми) me	**сака** loves
те(ти) / ве(ви) you / you (plural)	**благослови** blesses
не(ни) us	**помага*** helps

option 2

option 3

?	Verb	Noun
Што What	**е** is	**молитва?** prayer? **Свети(от) Дух?** (the) Holy Ghost? **важно на тебе?** important to you?
Зошто Why	**е** is	**Бог** God **Исус Христос** Jesus Christ
		семејство family **ова** this

			Adjective
Зошто Why	**е** is	**Бог** God **Исус Христос** Jesus Christ	**љубовен?** loving? **милостив?** merciful?
		семејство family **ова** this	**важн<u>о</u>(а)?** important? **корисн<u>о</u>(а)?** useful?

Noun	Verb	Pronoun
Бог God	**сака** he / she loves	**нас** us
Исус Христос Jesus Christ	**знае** he / she knows	**тебе** you
Тој He	**слушне** he / she hears	**сите** everyone

Question	Verb	Noun	Clitic
Кој Who	**е** is	**Исус Христос** Jesus Christ **Бог** God	**вам?** to you?
Што What	**значи** means	**слово(то) на Бог** (the) word of God **вистина(та)** (the) truth	

Noun	I.O. Clitic	D.O. Clitic	Verb (L-form)	Noun
Бог God **Тој** He	**ни** to us **ви** to you (plural) **им** to them	**Го** Him **ја** her **ги** them	**дал** gave	**семејство(то)** (the) family **Книга(та) на Мормон** The Book of Mormon
			испратил sent	**пророци** prophets **Исус Христос** Jesus Christ

**When the verb помаѓа(to help) is used, the indirect object clitic (ти, ми, ни) will be used.*

Offer a Prayer (да се каже молитва)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Отец	*Father*
Семејство	*Family*
Пријател(и)	*Friend(s)*
Мисионер(и)	*Missionary(ies)*
Евангелие(то)	*(The) Gospel*
Колега	*Companion*
Благослов	*Blessing*
Луѓе	*People*
Храна	*Food*
Ден	*Day*
Член(ови)	*Member(s)*
Истражувач	*Investigator*
Помирение(то)	*(The) Atonement*
Свети(те) Писма	*(The) Holy Scriptures*
Успех	*Success*
Вера	*Faith*
Дар	*Gift*
Јази<u>к</u>(ци)	*Language(s) / Tongue(s)*
Дух	*Spirit*
Трпение	*Patience*
Помош	*Help*

Adjectives	
Небесе<u>н</u>(на/но/ни)	*Heavenly*
Љубове<u>н</u>(на/но/ни)	*Loving*
Убаво	*Beautiful*
Прекрасе<u>н</u>(на/но/ни)	*Beautiful (nature)*

Verbs	
Благослови / Благословува	*to bless*
Чува	*to protect*
Благодара	*to thank*
Помогне / Помага	*to help*

Direct Object Pronouns	
ме me	**не** us
те you *(singular)*	**ве** you *(plural)*
го / ја / го him / her / it	**ги** them

Indirect Object Pronouns	
ми to me	**ни** to us
ти to you *(singular)*	**ви** to you *(plural)*
му / ѝ / му to him / to her / to it	**им** to them

Review:

Practice offering a prayer in Macedonian two times a day.

Grammar Help:

You might have noticed that there are two different sets of object pronouns. You will learn the difference between these object pronouns later on.

Opening		
Pronoun	**Adjective**	**Noun**
Мој(от) (The) My **Наш(иот)** (The) Our	**небесен** heavenly **љубовен** loving **Драги** Dear	**Бог** God **Отец** Father

Expressing Gratitude		
Phrase	**Prep.**	**Other**
Фала ти Thank you **Благодарни сме** We are grateful	**за** for	**наш(ите) семејства** (the) our families **помирение(то) на Исус Христос** (the) atonement of Jesus Christ

Asking for Blessings								
Reflexive Pronoun	**Verb**	**Prep.**	**Other**			**Prep.**	**Verb**	**Other**
		за for	**твој(ата) помош** (the) your help **дар(от) на јазици** (the) gift of tongues				**научи(ме)** he / she (we) teach **учи(ме)** he / she (we) learn	**добро** well **Македонски** Macedonian
			Clitic*	**Verb**	**Adj. + Noun**		**Clitic**	
Те You (thee)	**молам** I ask **молиме** we ask	**да** to	**го** him **ја** her **ги** them	**помогни** help **благослови** bless	**мој<u>от</u>(ата) коле<u>га</u>(жка)** (the) my companion (fem.) **наши<u>от</u>(те) истражувач(и)** (the) our investigator(s)	**да** to	**го** it / him **ја** her	**чувства(ме)** he / she (we) feel **препознае(ме)** he / she (we) recognize	**Свети(от) Дух** (the) Holy Ghost **твој(ата) љубов** (the) your love

Concluding
во име(то) на Исус Христос, амин. in (the) name of Jesus Christ, amen.

**Use these clitics when the article is definite (when the word "the" is used). Use the correct gender.*

Testify (да сведочи)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Спасител	*Savior*
Вистина	*Truth*
Пророк	*Prophet*
Томас С. Монсон	*Thomas S. Monson*
Крштавање	*Baptism*
Мир	*Peace*
План(от) на Спасение	*(The) Plan of Salvation*
Надеж	*Hope*
Одговор	*Answer*
Послушност	*Obedience*
Покајание	*Repentance*
Благослов	*Blessing*
Предизви**к**(ци)	*Challenge(s)*
Живот	*Life*
Среќа	*Happiness*

Verbs	
знае	*to know*
сведочи	*to testify*
понуда	*to offer*
живее	*to live*
може	*to be able to (can)*
има	*to have*
се надминува/ се надмине	*to overcome*
чувствува	*to feel*
се врати	*to return*
наоѓа/најде	*to find*
следува/следи	*to follow*
се почитува	*to obey*
жртвува	*to sacrifice*
помага / помогне	*to help*
се покае	*to repent*

Prepositions	
Преку	*Through*
Поради	*Because of (thing)*
Заради	*Because of (person)*

Adjectives	
Вечен (на/ни/но)	*Eternal*
Засекогаш	*Forever*
Вистина	*True*
Возобновен (о/а)	*Restored*

Averbs	
пак	*again*
повторно	*again (pertaining to an action)*

Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Grammar Help:

There is no infinitive verb in Macedonian. All verbs listed here are conjugated in third person singular.

Additional Practice:

Before your next lesson, bear testimony to at least 3 different people using the phrases and vocab you learned in this task.

Question Words	
Зошто	*Why*
Како	*How*
Што	*What*

Subject	Verb
Јас I	**знам** I know
	сведочам I testify

?	Verb
Зошто Why	**верувате** you believe (plural)
Како How	**знаете** you know (plural)

Optional Phrases
со сигурност with surety
со цело на мое срце with all of my heart
затоа што сум се молил(а) because I have prayed (fem.)
затоа што сум го чувствувал(а) because I have felt it (fem.)

Conjunction
Дека that

Preposition	Object
преку Through	**вера** faith
заради Because of (person)	**покајание** repentance
поради Because of (thing)	**Дух(от)** (the) Spirit

Subject	Verb	Other
Исус Христос Jesus Christ	**е** is	**вистински** real
Молитва Prayer	**ќе биде** will be	**благослов за мене / вас** a blessing for me / you (plural)
Помирение(то) (The) Atonement	**беше** was	**дар за нас** gift for us
Книга(та) на Мормон (The) Book of Mormon	**бил(а/о)** had been	**важ<u>е</u>н(на) во мојот живот** important (fem.) in my life
Евангелие(то) (The) Gospel		**извор на помош** source of help

Verb		Prep.	Verb		Noun
можам	**можеме**	**да** to	**имам**	**имаме**	**вечен живот** eternal life
можеш	**можете**		**имаш**	**имате**	**мир** peace
може	**можат**		**има**	**имаат**	
to be able to (can)			to have		
			чувствам	**чувствame**	**среќна** happiness
			чувстваш	**чувствате**	**радост** joy
			чувства	**чувстват**	
			to feel		
			надминам	**надминеме**	**предизвици** challenges
			надминеш	**надминете**	**грев** sin
			надмине	**надминат**	
			to overcome		

Extend an Invitation (да се покани)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Conjugations	
може “to be able to (can)”	
можам I can	**можеме** we can
можеш you can	**можете** you can(formal/plural)
може he, she, it can	**можат** they can
чита “to read”	
читам I read	**читаме** we read
читаш you read	**читате** you read(formal/plural)
чита he, she, it reads	**читаат** they read
мисли “to think”	
мислам I think	**мислиме** we think
мислиш you think	**мислите** you think(formal/plural)
мисли he, she, it thinks	**мислат** they think

Verbs	
присуствува	*to attend*
бара	*to look for*
добибува / добие	*to receive*
наоѓа / најде	*to find*
мисли	*to think*
учи / научи	*to learn*
следи / следува	*to follow*
разбира	*to understand*

Nouns	
одговор	*answer*
љубов	*love*
порака	*message*
вистина	*truth*
пример	*example*
чувства	*feelings*
важност	*importance*
намера	*intent*

Prepositions	
за	*for, about*
на	*of*

Review:

Practice different invitations with your companion. Focus on extending invitations that will help your investigator come closer to Christ and that help prepare them for baptism.

Additional Practice:

Plan out with your companion which invitations you will extend to your investigator during your next visit with them. Then practice these invitations with another companionship. Together, practice the commitment pattern of extending an invitation, promising blessings, and following-up.

Adverbs	
неделно	*weekly*
секој ден	*each day*
вечерва	*tonight*
оваа недела *(неделава)	*this week*
искрено	*sincerely*
верно	*faithfully*
дневно	*daily*

Extend an Invitation

*Question Option 1	Future	Verb	*Question Option 2	Preposition	Object
***Дали** ?	**Ќе** Will	**се молиш(те)** you (plural) pray	***ли** ?	**со** with	**вистинска намера** real intent
		читаш(те) you (plural) read			**Книгата на Мормон** the Book of Mormon
		следуваш(те) you (plural) follow			**пример(от) на Исус Христос** (the) example of Jesus Christ
		присуствуваш(те) you (plural) attend		**за** about	**црква** church
		бараш(те) you (plural) look for			**чувства(та) на Духот** (the) feelings of the Spirit

Promise Blessings

Future	Verb	Adj. Phrase	Object
Ќе will	**чувствуваш(те)** You (plural) feel	**важност(а) на** (the) importance of **вистина(та) на** (the) truthfulness of	**Книга(та) на Мормон** (the) Book of Mormon
	добиеш(те) You (plural) receive		**одговор од Бог** answer from God
	најдеш(те) You (plural) find		**љубов(та) на бог** (the) love of God
	разбираш(те) You (plural) understand		**наша(та) порака** (the) our message

Adverbs
неделно? weekly?
искрено? sincerely?
дневно? daily?
вечерва? tonight?

Follow-Up

Verb (Past Tense)	Preposition	Object
Моли(вте) ли се Did you (plural) pray	**за** about	**Џозеф Смит?** Joseph Smith?
		Книга(та) на Мормон? (the) Book of Mormon?
Чита(вте) ли Did you (plural) read		**одговор?** answer?
		црква church?

Follow-Up

Question Word	Verb (Past Tense)
Како How	**чувствува(вте)** did you (plural) feel?
Што What	**научи(вте)** did you (plural) learn? **мисли(вте)** did you (plural) think?

**This phrase can be shortened by adding an “ва” onto the end of the word. It’s the same with “на” in “оваа” meaning “that”. E.g. неделава, “that week”.*

**Use either Question Option 1 or Question Option 2, but not both.*

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Стих	*Verse*
Глава	*Chapter*
Увод	*Introduction*
Прашање	*Question*
Историја	*History*
Број	*Number*
Страница	*Page*
Мисла	*Thought*
Порака	*Message*
Покана	*Invitation*
Учење	*Teaching*
Разказ	*Story*
Покорност	*Obedience*
Милост	*Mercy / Grace*
Милосрдие	*Charity*

Verbs	
споделува / сподели	*to share*
одговори	*to answer*
покажува / покаже	*to show*
објаснува / објасни	*to explain*
зборува	*to speak / talk*
треба	*should / to need*
прави / направи	*to do / make*
развива	*to develop*

Adjectives	
краток(ка/ко/ки)	*short*
долг(а/о/и)	*long*
интересен(на/но/ни)	*interesting*
досаден(на/но/ни)	*boring*
сличен(на/но/ни)	*similar*
различен(на/но/ни)	*different*
нов(а/о/и)	*new*
стар(а/о/и)	*old*
посебен(на/но/ни)	*special*
специфичен(на/но/ни)	*specific*

Other	
како	*like, as*
тука	*here (general)*
овде	*right here*
Еве го/ја!	*Here it is!*
гласно	*out loud*

Demonstrative Pronouns			
	This/These	That/Those	That (over there)/ Those (over there)
M	**овој**	**тој**	**оној**
F	**оваа**	**таа**	**онаа**
N	**ова**	**тоа**	**она**
Pl	**овие**	**тие**	**оние**

Review:

Practice sharing and teaching about your favorite scripture passage in the Book of Mormon.

Additional Practice:

Find different scriptures that you could share in a lesson. Prepare to share these scriptures by practicing these phrases. Practice introducing the scripture, helping the investigator to understand, and asking questions about their understanding.

Subject/Verb	Connector	Verb	Object	Link	Article + noun
Сакам I want **Може** May / can **Нека** Let's	**да** to	**споделам** to share **читам** to read	**стих** a verse **пасаж** a passage **глава** a chapter	**за** about **којшто одговори** which answers	**вера?** faith? **твое(то) прашање?** (the) your question?

Question Phrase	Chapter #	Book		Please
Може ли да прочиташ Could you read **Ќе прочиташ ли** Will you read	**поглавај...** chapter...	**во книга(та) на...** in (the) book of...		**молам?** please?
	стих... verse...	**Preposition**	**#**	
	страница... page...	**до** to / through	**број...** number...	

Question	Verb	Preposition	Object
Кој Who	**учи** teaches **зборува** talks	**во** in **за** about	**овој стих** this verse?
Што What	**разбираш** do you understand		

Demonstrative Pronoun	Noun	Clitic + Verb	Prep.	Object
Овој This	**стих** verse **разказ** story	**ни учи** teaches to us **ни покажува** shows to us **објаснува** he / she explains	**за** about	**вера во Исус Христос** faith in Jesus Christ **покорност** obedience **последици(те) на грев** (the) effects of sin
Тука, Here,	**Алма** Alma			

Question	Verb	Connector	Verb	Noun Phrase
Како How	**може** can **треба** should	**да** to	**бидеме** to be (we)	**како Христос?** like Christ?
Зошто Why			**развиваме** to develop (we)	**милосрдие?** charity?
Што What			**правиме** to do (we)	**за да има(ме)...?** in order to have (we)...?

Share an Experience (да сподели доживување)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Градина	*Garden*
Школа	*School*
Пријател(и) / другар(и)	*Friend(s)*
Пат	*Path*
Црква	*Church*
Свети(те) Писма	*(The) Holy Scriptures*
Факултет	*College*
Семејство	*Family*
Свештенство(то)	*(The) Priesthood*
Мелхиседеково(то)	*(The) Melchizedek*
Ароново(то)	*(The) Aaronic*
мир	*peace*
искуство	*experience (incident, adventure)*

Time	
пред да	*before (verb)*
после	*after (verb)*
кога	*when*
додека	*while, as*
на крајот	*eventually*
со време	*with time*
конечно	*finally*

Verbs	
клекна / клекнува	*to kneel*
се моли	*to pray*
види / гледа	*to see*
слушне / слуша	*to hear*
се сеќава	*to remember*
познава	*to know (a person)*
знае	*to know (sth.)*
добие	*to receive*
чувствува	*to feel*

Adjectives	
правилен	*right/correct*
сам	*alone*
млад	*young*
милостив	*merciful*
изгубен	*lost*
збунет	*confused*
обновен	*restored*

Phrases	
Сега	*Now*
Од тогаш	*From then*
После тоа	*After that*
Поради тоа	*Because of that*
Потоа	*Then*
След	*Next*

Grammar Help:

In Macedonian, there are two different types of past tense: perfective and imperfective. For now we are focusing on sharing short experiences and giving context or setting the background for our own experiences. For sharing stories in general or for when you were not present, the I-form is used. You will learn more about these (I-form, perfective, imperfective) later on.

сум (past tense)	
Јас бев I was	**Ние бевме** we were
Ти беше you were	**Вие бевте** you were(plural/formal)
Тој, Таа, Тоа беше he, she, it was	**Тие беа** they were

Subject	Verb	Prep.	Verb	Conj.	Verb	Noun
Јас I **Џозеф Смит** Joseph Smith	**сака(в)** he / she wanted (I) **пожелува(в)** he / she desired (I)	**да** to	**знае(м)** he / she know (I)	**ако** if	**постој** exists	**вистинска црква** true church **простење** forgiveness **Бог** God

Subject	Verb (Past)	Prep.	Verb	Prep.	Noun
Јас I	**реши(в)** he / she decided (I)	**да** to	**оди(ам)** he / she go (I)	**на** to	**црква** church
			се моли(ам) he / she pray (I)	**за** for / about	**вистина(та)** (the) truth
Тој He	**почне(в)** he / she began (I)		**Clitic**	**Verb**	**Noun**
			ја her	**студира(м)** he / she study (I)	**Библија(та)** (the) Bible

Pron.	Verb (past)	Prep.	Noun
Јас I **Тој** He	**прочита(в)** he / she read (I)	**за** for **на** to	**помош** help
	студира(в) he / she studied (I)		**одговор** answer
	се моли(ев) he / she prayed (I)		Бог God

Noun	Clitic	Verb (past)
Бог God Небесни(от) Отец (The) Heavenly Father	**ме(и)** (to) me **те(и)** (to) you	***помогне** helped **слушне** heard

Phrases	Verb	Pron.	Noun	Verb	Adj.
Сега Now **Поради тоа** Because (of) that **Од тогаш** From then	**знае(м)** he / she know (I) **верува(м)** he / she believe (I) **чувствува(м)** he / she feel (I)	**Дека** that	**Бог** God **свештенство(то)** (the) priesthood **црква(та)** (the) church	**е** is	**љубовен** loving **возобновен** restored

**When using the verb помогне "to help", use the indirect object clitic, e.g. Ми "to me".*

	Јас			**сум**		**мисионер(ка).**			
	I			am		missionary.			
Да,	**Јас**	**Ние**	**не**	**сум**	**сме**	**мисионер(ка/и).**			
Yes,	*I*	*We*	*not*	*am*	*are*	*missionary (fem. / pl.).*			
Не,	**Ти**	**Вие**		**си**	**сте**	**волонтер(ка/и).**			
No	*You (sing.)*	*You (pl.)*		*are (sing.)*	*are (pl.)*	*volunteer (fem. / pl.).*			
Зошто?	**Тој/Таа/Тоа**	**Тие**		**е**	**се**	**учител(ка/и)**	**ли**	**си**	**ти.**
Why?	*He / She / It*	*They*		*is*	*are*	*teacher (fem. / pl.)*	*?*	*are (sing.)*	*you.*
Дали...?						**среќен(на/ни).**			
Question...?				**бев**	**бевме**	*happy.*	**ли**	**сум**	**сме**
				was	*were*	**верник(ци).**	*?*	*am*	*are*
				беше	**бевте**	*believer(s).*		**си**	**сте**
				was (sing.)	*were (pl.)*	**добро.**		*are (sing.)*	*are (pl.)*
				беше	**беа**	*good.*		**е**	**се**
				was	*were*	**Спасител(от).**		*is*	*are*
						(The) Savior.			
			ќе	**бидам**	**бидеме**				
			will	*am*	*are*				
			нема да	**биде**	**бидете**				
			will not	*are (sing.)*	*are (pl.)*				
			сака да	**биде**	**бидат**				
			want to	*is*	*are*				

Q: Дали е мисионер(ка)?
Is she a missionary?
A: Да, таа е мисионер(ка).
Yes, she is a missionary.
A: Не, таа е волонтер(ка).
No, she is a volunteer.

Q: Џозеф Смит пророк ли беше?
Was Joseph Smith a prophet?
A: Да, Џозеф Смит беше пророк.
Yes, Joseph Smith was a prophet.
A: Зошто беше пророк Џозеф Смит?
Why was Joseph Smith a prophet?

Scenario

It's your first day in Macedonia and you are contacting in the Center Mall. It's the weekend and many people are busy shopping and hussling around to cross off the items on their shopping lists. Talk to these people, introduce yourself and get to know them and their background.

1. Practice: In pairs, have one missionary take the role of the stranger and the other take the role of the missionary. The missionary is to practice getting to know someone and using the "to be" verb to introduce himself/herself and to get to know the individual.

2. Re-practice: Switch roles and practice again.

Notes:

When using "to be", the sentence can be created with or without the personal pronouns (I, you, they, etc.). However, the "to be" words (сум, си, се, т.н.) cannot start a sentence and therefore, in this case, the noun or adjective will come before "to be".

Additional Scenario

You and your companion are invited by a family to attend a church meeting of another faith. While at this meeting, both of you are called upon in front of the entire congregration to stand up and introduce yourself and why you're here.

1. Practice: Take turns with your companion to introduce yourself and what you are doing here in Macedonia.

Function: Asking about and describing objects, people and their characteristics
Context: How to begin teaching

Receptive Skill: Listening
Productive Skill: Speaking

Да,
Yes,
Не,
No,
Затоа што...
Because...
Зошто...?
Why…?

Jac		**верувам**		**дека**	**Бог**	**постои.**
I		*believe*		*that*	*God*	*exists.*

Jac	**Ние**	**верувам**	**веруваме**	**дека**	**Исус Христос**	**живеа.**
I	*We*	*I believe*	*we believe*	*that*	*Jesus Christ*	*lives.*
Ти	**Вие**	**веруваш**	**верувате**		**Небесниот Отец**	**те сака.**
You (sing.)	*You (pl.)*	*you believe*	*you (pl.) believe*		*Heavenly Father*	*loves you.*
Тој / Таа / Тоа	**Тие**	**верува**	**веруваат**		**Светиот Дух**	**те познава.**
He/She/It	*They*	*he / she / it believes*	*they believe*		*The Holy Ghost*	*knows you.*

покажува
to show
има (сведоштво)
to have (testimony)

сака да бидеш среќен.
wants you to be happy.
е свесен за тебе.
is aware of you.

+

A-stem verbs	
-ам	**-аме**
-аш	**-ате**
-а	**-аат**

Сака: to want	
сакам	**сакаме**
сакаш	**сакате**
сака	**сакаат**

+

Adverb
сега now
денес / денеска today
засекогаш forever

Q: Дали вие верувате во Бог?
Do you (pl.) believe in God?
A: Да, верувам во Бог.
Yes, I believe in God.
A: Не, не верувам во Бог.
No, I do not believe in God.

Q: Дали Книга(та) на Мормон зборува за Исус Христос?
Does (the) Book of Mormon speak of Jesus Christ?
A: Да, Книга(та) на Мормон зборува за Исус Христос.
Yes, (the) Book of Mormon speaks of Jesus Christ.
A: Не, Книга(та) на Мормон не зборува за Исус Христос.
No, (the) Book of Mormon does not speak of Jesus Christ.

Scenario

While you are contacting in Жена Парк you meet an older woman named Светлана who becomes extremely interested in your message. While getting to know her she explains that she no longer believes in God because she doesn't think that God knows and loves her. She tells you that she wishes she could believe, but finds it very difficult based on her past experiences.

1. Practice: With your companion, discuss what you can tell Светлана in order to help her understand that God truly does know and love her.

2. Re-practice: With your companion, play the role of Светлана and of the missionary. The missionary is to resolve her concerns by describing different aspects of the Godhead and ways in which they show their love for us. Switch roles and practice again.

Note:
In Macedonian there is no differentiation between present continuous (I am reading) and present simple (I read). The conjugation is the same for both.

Question construction in these examples:
Дали + (pronoun) + verb + noun/adjective?
You can also construct the question with ли or with the inflection of your voice.

Additional Scenario

Љупчо, a man whom you have never met before, comes up to you and simply says "God does not love me." Bear your testimony and explain to him how much Heavenly Father cares for him and loves him, and what he can do to know that it is true.

1. Practice: A missionary will take the role as Љупчо, the other the role as a missionary. The missionary will bear testimony about the love of God for all of His Children.

Function: Asking and answering questions of contrasting attitudes, emotions and feelings
Context: Testimony

Receptive Skill: Listening
Productive Skill: Speaking

	Јас	**го**	**сведочам**		**за**	**Помирение(то).**
	I	*it*	*I testify*		*about, for*	*(the) Atonement.*
Да,	**Ние**	**ги**	**сведочам**	**сведочиме**	**относно**	**Евангелие(то).**
Yes,	*We*	*them*	*I testify*	*we testify*	*about, regarding*	*(the) Gospel.*
Не,	**Тие**	**ја**	**сведочиш**	**сведочите**	**на**	**вистина(та).**
No,	*They*	*her*	*you testify*	*you (pl.) testify*	*of*	*(the) truth.*
Затоа што...	**Ти**	**им**	**сведочи**	**сведочат**	**со**	**одговори.**
Because...	*You (sing.)*	*to them*	*he / she / it testifies*	*they testify*	*with*	*answers.*
	Тој/Таа		**поучи**			**Црква(та).**
	He / She		*to teach*			*(the) Church.*
			научи			**луѓе(то).**
			to learn			*(the) people.*

И-stem verbs	
-ам	**-име**
-иш	**-ите**
-и	**-ат**

Оди	
одам	**одиме**
одиш	**одите**
оди	**одат**

Q: Го поучите Евангелие(то)?
You teach (the) Gospel?
A: Да, Го поучиме Евангелие(то).
Yes, we teach (the) Gospel.
A: Не, не Го поучиме Евангелие(то).
No, we don't teach (the) Gospel.

Q: Дали се молите на Бога?
Do you pray to God?
A: Да, ние се молиме на Бога.
Yes, we pray to God.
A: Не, ние не се молиме на Бога.
No, we don't pray to God.

Scenario

You are at a bakery waiting to buy some бурек and a woman who works there, named Билјана, sees your name tag and looks at you strangely. Once you tell her your order, she asks who you are, where you are from, and what you are doing in Macedonia.

1. Practice: With a missionary other than your companion, practice taking turns being either Билјана or the missionary. As she asks questions, explain to her the missionary purpose and other aspects of missionary work which you will be doing in Macedonia.

2. Re-practice: As you end your conversation with Билјана, invite her to church and tell her about what happens there, and why church worship is important.

Additional Scenario

While street contacting with displays and handouts, people stop to look and ask you questions. Briefly share with each person what your purpose is and testify to them of the truthfulness of the gospel.

1. Practice: As a group, two missionaries will hold displays and pass out handouts as the other missionaries walk by and ask questions about the displays and the handouts. The two missionaries will bear testimony about the messages displayed on the displays/handouts.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testimony

Receptive Skill: Listening
Productive Skill: Speaking

	Јас		**живеам**		**Словото на Мудрост.**
	I		*I live*		*the Word of Wisdom.*
Да,	**Ние**	**не**	**живеам**	**живееме**	**здравено.**
Yes,	*We*	*don't*	*I live*	*we live*	*healthy.*
Не,	**Вие**		**живееш**	**живеате**	**да се грижи за себе.**
No,	*You (pl.)*		*you live*	*you (pl). live*	*to care for one self.*
Затоа што...	**Тој**		**живее**	**живеат**	**да се наштети себе.**
Because...	*He*		*he / she / it lives*	*they live*	*to hurt one self.*
За колку време...?	**Таа**		**јаде**		**овошје.**
For how long...?	*She*		*to eat.*		*fruit.*
			пие		**зеленчуци.**
			to drink.		*vegetables.*
					месо.
					meat.
					алкохол.
					alcohol.

E-stem verbs	
-ам	**-еме**
-еш	**-ете**
-е	**-ат**

дојде	
дојдам	**дојдеме**
дојдеш	**дојдете**
дојде	**дојдат**

Q: Што е Слово(то) на Мудрост?
What is (the) Word of Wisdom?
A: Слово(то) на Мудрост е заповед од Бог.
(The) Word of Wisdom is a commandment from God.
A: Не знам што е Слово(то) на Мудрост.
I don't know what (the) Word of Wisdom is.

Q: Дали е алкохол добро за тело(то)?
Is alcohol good for (the) body?
A: Да, алкохол е добро за дезинфекција.
Yes, alcohol is good for disinfecting.
A: Не, алкохол не е добро за тело(то), особено за џигер(от).
No, alcohol is not good for (the) body, especially for (the) liver.

Scenario

You are teaching a lesson on the Word of Wisdom in the home of an old woman known to you only as Баба. You know that she smokes every day and drinks occasionally.

1. Practice: In a group of three or four, have two missionaries give the lesson to one who plays the role of Баба. In groups of four, the fourth observes and helps give feedback at the end.

2. Re-practice: Switch roles.

Additional Scenario

One of your investigators, a young man named Слободан, attends church one week when the lesson is on the Word of Wisdom. The next day, he comes to his third lesson with you and your companion with many questions. Check for his understanding and fill in any gaps.

1. Practice: A missionary will take the role as Слободан and the other as the missionary. The missionary will check for understanding and answer any questions that Слободан has.

Function: Asking about and describing actions and events
Context: Teaching about The Word of Wisdom

Receptive Skill: Listening
Productive Skill: Speaking

Јас		**сакав**				**да се моли на Бога.**
I		*wanted*				*to pray to God.*
		A-stem				
Исус Христос	**не**	**сака + х**	**сака + вме**	**ли**	**во**	**одговор преку Свети(от) Дух.**
Jesus Christ	*(did) not*	*I wanted*	*we wanted*	*?*	*in*	*answer through (the) Holy Ghost.*
Ти	**исто**	**сака + ше**	**сака + вте**		**од**	**свештенство(то).**
You (sing.)	*also*	*you wanted*	*you (pl.) wanted*		*from*	*(the) priesthood.*
Тој / Таа / Тоа		**сака +ше**	**сака + а**		**за**	**љубовта на Бог.**
He / She / It		*he wanted*	*they wanted*		*about*	*the love of God.*
Ние		***И-stem***				**Бог и Исус Христос.**
We		**прим + ев**	**прим + евме**			*God and Jesus Christ.*
Вие		*I received / accepted*	*we received / accepted*			**да служи на мисија.**
You (pl.)		**прим + еше**	**прим + евте**			*to serve a mission.*
		you received / accepted	*you (pl.) received / accepted*			**евангелие(то) на Исус Христос.**
		прим + еше	**прим + еа**			*the gospel of Jesus Christ.*
		he received / accepted	*they received / accepted*			**откровение.**
		E-stem				*revelation.*
		може + в	**може + вме**			**да знам која црква е вистина.**
		I was able	*we were able*			*to know which church is true.*
		може + ше	**може + вте**			
		you were able	*you (pl.) were able*			
		може + ше	**може + а**			
		he was able	*they were able*			

Да,
Yes,
Не,
No,
Зошто...?
Why...?

Q: Сакаше ли да знаеш која црква е вистина?
Did you want to know which church is true?
A: Не, не сакав да знам која црква е вистина.
No, I didn't want to know which church is true.
A: Да, сакав да знам која црква е вистина.
Yes, I wanted to know which church is true.

Q: Можевте да читате во писма(та)?
Were you able to read in (the) scriptures?
A: Да, можевме да читаме во писма(та).
Yes, we were able to read in (the) scriptures.
A: Не, не можевме да читаме во писма(та).
No, we weren't able to read in (the) scriptures.

Scenario

You are teaching a member named Драги that you taught and baptized about a year ago. He tells you about how he gained his testimony of the church and how different his life used to be. After listening to him, comment on the growth you saw from him and the positive changes he experienced through the church.

1. Practice: Tell Драги why you decided to go on a mission and the experiences you've had since arriving in the field. Look for how you can use the past tense to tell both your own story and the story of others as you roleplay with your companion. Add additional vocabulary if necessary.

2. Re-practice: With your companion, talk about the things you and/or your family and friends usually did as part of living the gospel.

Additional Scenario

You and your companion are at the house of a member, who's father just passed away a couple days ago. The topic of the resurrection arises, and all of you begin to talk about how you received a testimony the resurrection, are in the process of receiving a testimony of the resurrection or have not yet thought about or received one.

1. Practice: With your companion, one missionary will role-play as the member and the other as the missionary. Talk about the resurrection and bear testimony of what you believe will happen after this life.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testimony

Receptive Skill: Listening
Productive Skill: Speaking

	Јас		**сакав**			**да ја најдам вистината.**
	I		*wanted*			*to find the truth.*

A-stem

Да,	**Бог**	**не**	**сака + в**	**сака + вме**	**ли**	**во**	**да знае која црква е вистински.**
Yes,	*God*	*(did) not*	*I wanted*	*we wanted*	*?*	*in*	*to know which church is true.*
Не,	**Ние**	**исто**	**сака**	**сака + вте**		**од**	**да се моли на Бога.**
No,	*We*	*also*	*you wanted*	*you (pl.) wanted*		*from*	*to pray to God.*
Зошто...?	**Тој / Таа / Тоа**		**сака**	**сака + а**		**за**	**откровение.**
Why...?	*He / She / It*		*he / she / it wanted*	*they wanted*		*about*	*revelation.*
	Вие		***И-stem***				**љубов(та) на Бог.**
	You (pl.)		**доби + в**	**доби + вме**			*(the) love of God.*
			I received	*we received*			**Бог и Исус Христос.**
			доби	**доби + вте**			*God and Jesus Christ.*
			you received	*you (pl.) received*			**одговор преку Свети(от) Дух.**
			доби	**доби + ја**			*answer through (the) Holy Ghost.*
			he / she / it received	*they received*			**евангелие(то) на Исус Христос.**
			Е-stem				*(the) gospel of Jesus Christ.*
			знае + в	**знае + вме**			**свештенство(то).**
			I knew	*we knew*			*(the) priesthood.*
			знае	**знае + вте**			
			you knew	*you (pl.) knew*			
			знае	**знае + ја**			
			he / she / it knew	*they knew*			

Q: Реши ли да се молиш на Бога?
Did you decide to pray to God?
A: Да, јас решив да се молам на Бога.
Yes, I decided to pray to God.
A: Не, јас не решив да се молам на Бога.
No, I decided not to pray to God.

Q: Дали го добија свештенство(то)?
Did they receive (the) priesthood?
A: Не, не го добија свештенство(то).
No, they did not receive (the) priesthood.
A: Да, го добија свештенство(то).
Yes, they received (the) priesthood.

Scenario

You are teaching the First Lesson to Филип and you have come to the part about Joseph Smith. Teach him what you, or someone you know, did to know that the Restoration is true.

1. Practice: Look for how you can use the past tense to tell both your own story and the story of someone else as you teach your companion. Add additional vocabulary if necessary.

2. Re-practice: Practice following up. E.g. “Did you read the pamphlet”?

Additional Scenario

You are in Prishtina, Kosovo for a Zone Conference. Just before the conference starts, your mission president walks up and asks you to share a spiritual experience which you have had as a missionary or to share a scripture that has effected your service as a missionary.

1. Practice: One missionary at a time, briefly share an experience which you have had, or a scripture which has helped to build your testimony.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testimony

Receptive Skill: Listening
Productive Skill: Speaking

Imperfective vs. Perfective: a matter of "completeness"

The choice between an imperfective and a perfective form of a Macedonian verb has to do with how complete the action is--is it finished or is the end defined (perfective), or is it still in the process (imperfective)? Nearly every verb has a perfective and imperfective counterpart, therefore it is essential that you **learn both** the imperfective and perfective forms.

Identifying When to Use a Perfective or Imperfective Verb

Conditions	Imperfective	Perfective	Examples of Imperfective and Perfective Use
Is the action finished?		X	I taught a lesson.
Is it continuous?	X		I am teaching a lesson.
Is it habitual?	X		I always pray before I read my scriptures.
Is it something someone used to do?	X		Joseph used to live in New York.
Focused on completion?		X	I will read the whole book.
Focused on action instead of completion?	X		I love to repent.
Past Tense?	X	X	I was being baptized vs. I was baptized
Present Tense?	X		I am being baptized
Future Tense?	X	X	I will be reading the Bible vs. I will read the entire Bible.

As you read the passage below, identify whether the bolded word would be imperfective or perfective.

Joseph **lived** in America. His family members **were** very religious. They constantly **sought** for truth. Many ministers **claimed** to have the true gospel. Joseph **wanted** to know the truth. He **wanted** to join the true church. He **attended** many different meetings. Joseph **opened** the Bible for guidance and **read** James 1:5. It **told** him **to ask** God his question. Early one morning Joseph **decided** to pray. He **got up**, **dressed** quietly and **went out** the door. He **went** to a nearby grove of trees and **knelt down**. The bees were **humming** and the birds were **singing**. As he **began** to pray, he **felt** the power of Satan. While he **was struggling** with this opposition, he **cried out** to God for help. He **saw** a pillar of light, which was brighter than the sun. In the light **appeared** two personages. One of them, Jesus Christ, **spoke** and **called** Joseph by name. Heavenly Father and Jesus Christ **answered** Joseph's prayer while they **dwelt** with him in the grove.

	Исус Христос		**Го**	**извршил**				**Помирение(то).**
	Jesus Christ			*performed / completed*				*(the) Atonement.*
Да,	**Исус Христос**	**не**	**го**	**излекувал**	**-----**	**ли**	**на**	**болни(те).**
Yes,	*Jesus Christ*	*not*	*it*	*healed*	*mas.*	*?*	*to*	*(the) sick.*
Не,	**Бог**		**ја**	**водил**	**+а**		**во**	**црква(та).**
No,	*God*		*it*	*lead*	*fem.*		*in*	*(the) church.*
После тоа...	**Апостоли(те)**		**ги**	**бил / биле**	**+о**			**убиен(и).**
After that...	*(The) Apostles*		*them*	*was / were*	*neut.*			*killed (pl.).*
Тогаш...	**Црква(та)**			**помагал**	**+е**			**луѓе(то).**
Then...	*(The) Church*			*helped*	*pl.*			*(the) people.*
Дали...?	**Евангелие(то)**			**научил**				**Книга(та) на Мормон**
Did....?	*(The) Gospel*			*taught*				*(the) Book of Mormon.*
	Џозеф Смит			**обновил**				**евангелие(то).**
	Joseph Smith			*restored*				*(the) gospel.*
								свети(те) писма.
								(the) holy scriptures.

Q: Исус Христос извршил ли чудеса?
Did Jesus Christ perform miracles?
A: Да, Исус Христос ги излекувал луѓе(то).
Yes, Jesus Christ healed (the) people.
Q: Дали луѓе(то) го примиле евангелие(то)?
Did (the) people accept (the) gospel?
A: Да, затоа што знаеле дека Бог ја водил црква(та).
Yes, because they knew that God led (the) church.

Q: Дали Апостоли(те) биле научени од Исус Христос?
Were (the) Apostles taught by Jesus Christ?
A: Да, Исус ги научил за свештенство(то) и свети(те) писма.
Yes, Jesus taught them about (the) priesthood and (the) scriptures.
Q: Џозеф Смит ја напишал Книга(та) на Мормон?
Did Joseph Smith write (the) Book of Mormon?
A: Не, Џозеф Смит ја преведел Книга(та) на Мормон.
No, Joseph Smith translated (the) Book of Mormon.

Scenario

As you are teaching Каролина, a sister of a member in the branch, she asks you why there was a need for the restoration of the gospel. She begins asking questions because it seems unclear to her exactly what happened and she becomes a little worried. Calm her fears by teaching her about the life of Christ, the apostasy and the Restoration of the gospel, and explain why the priesthood authority needed to be restored.

1. Practice: As a class, discuss reasons for the apostasy. Discuss how this information can be given to Каролина so that it makes the most sense to her.

2. Re-practice: One missionary takes the role of Каролина, the other the role of a missionary. Каролина asks the missionary questions about the apostasy, and why the priesthood authority needed to be restored. The missionary responds and testifies of the need for a restoration.

Notes:

The base form for “L” form remains the same regardless of who does the action. However, the corresponding gender ending must be placed on it
according to the gender of the person or word performing the action.

Additional Scenario

For Велигден(Easter), you have been asked to give a talk about the life of Jesus Christ in sacrament meeting. Prepare a small talk which will describe the different events from His life, and share what they personally mean to you and why they are important.

1. Practice: One missionary will give a brief talk/testimony about the life of Jesus Christ to their companion.

2. Re-practice: Reverse roles and practice again.

Function: Asking about and describing actions and events
Context: Teaching about Jesus Christ

Receptive Skill: Listening
Productive Skill: Speaking

Да,
Yes,
Не,
No,
После тоа...
After that...
Тогаш...
Then...
Дали...?
Did....?

Џозеф Смит				**ја**	**возобновил(а/е)**	**црква(та).**
Joseph Smith				*it*	*restored (fem. / neuter)*	*(the) church.*
Ангел Морони	**не**	**сум** I have	**сме** we have	**го**	**водил(а/е)**	**луѓе(то).**
Angel Moroni	*didn't*			*it*	*guided*	*(the) people.*
Бог		**си** you have	**сте** you (plural) have	**ги**	**преведел(а/е)**	**златни(те) плочи.**
God				*them*	*translated*	*(the) golden plates.*
Исус Христос		**#** he / she / it has	**#** they have		**установувал(а/е)**	**свештенство(то).**
Jesus Christ					*established*	*(the) priesthood.*

Јас	**не**	**сум**	**ја**	**разбрал(а/е)**	**тема(та).**
I	*not*	*have*	*it*	*understood*	*the subject.*

јас I	**ние** we
ти you	**вие** you (plural)
тој / таа / тоа he / she / it	**тие** they

не *not*

сум I have	**сме** we have
си you have	**сте** you (plural) have
# he / she / it has	**#** they have

го *it*
ги *them*

прочитал(а/е) *read*
добил(а/е) *received*
донесувал(а/е) *brought*
чувствувал(а/е) *felt*

Свети(те) Писма. *(the) Holy Scriptures.*
Свети(от) Дух. *(the) Holy Ghost.*
Нови(от) Завет. *(the) New Testament.*
сведоштво. *testimony.*

The present perfect tense: to "have done" something.

Q: Дали си го чувствувала Свети(от) Дух кога си читала во Нови(от) Завет?
Have you felt (the) Holy Spirit when you have read in (the) New Testament?
A: Да, јас сум го чувствувала Свети(от) Дух.
Yes, I have felt (the) Holy Spirit.
A: Не, не сум го чувствувала Свети(от) Дух.
No, I have not felt (the) Holy Spirit.

Q: Дали Џозеф Смит ги преведел златни(те) плочи?
Has Joseph Smith translated (the) golden plates?
A: Џозеф Смит ги преведел златни(те) плочи, и сега јас сум ги разбрал овие свети писма.
Joseph Smith has translated (the) golden plates, and now I have understood these holy scriptures.
A: Џозеф Смит не ги преведел златни(те) плочи.
Joseph Smith has not translated (the) gold plates.

Scenario

An investigator who is struggling to gain a testimony says he does not understand the significance of Joseph Smith. Explain his role in the history and development of the church up to this point. How can you help this investigator receive a witness of the truth?

1. Practice: Role-play this scenario by focusing on and using the perfect past tense.

2. Re-practice: Reverse roles and practice again.

Additional Scenario

You are talking to a stranger on the bus and he asks how it is possible for God to keep speaking to people on the earth today. Talk about your experience with the Holy Ghost.

1. Practice: Role-play with one missionary as the stranger and the other as the missionary. As the stranger asks his question, the missionary responds by bearing their testimony of how God continues to speak with His children today.

Function: Asking about and describing actions and events
Context: Teaching about the Restoration

Receptive Skill: Listening
Productive Skill: Speaking

	Како	**ќе**	**знаеме**		**за Негова(та) љубов за нас?**
	How	*will*	*we know*		*about (the) His love for us?*
Да,	**Каде**	**ќе**	**знам**	**знаеме**	**дали овие работи се вистински?**
Yes,	*Where*	*will*	*I know*	*we know*	*whether these things are true?*
Не,	**Што**	**нема да**	**знаеш**	**знаете**	**ако сум простоен?**
No,	*What*	*will not*	*you know*	*you (plural) know*	*if I am forgiven?*
Зошто...?	**Зошто**		**знае**	**знаат**	**кога да бидам крстен?**
Why...?	*Why*		*he / she / it knows*	*they know*	*when to be (I) baptized?*
			најде		**Утешител(от)?**
			to find		*(the) Comforter?*
			чита		**во Книга(та) на Мормон?**
			to read		*in (the) Book of Mormon?*
			оди		**после овој живот?**
			to go		*after this life?*

Usually we use the perfective when speaking in the future tense. If we use the imperfective it means "will be -ing" something.

Q: Што ќе прочитаме во Книга(та) на Мормон?
What will we read in (the) Book of Mormon?
A: Ќе прочитаме стих за Спасител(от).
We will read a verse about (the) Savior.
A: Нема да прочитаме стих за Спасител(от).
We won't read a verse about (the) Savior.

Q: Како ќе знаеме дали овие нешта се вистински?
How will we know whether these things are true?
A: Ќе не каже Утешител(от).
(The) Comforter will tell us.
A: Нема да не каже Утешител(от).
(The) Comforter will not tell us.

Scenario

You are having a lesson on a bench by the Вардар river. You are teaching your investigator, Маријан, the Gospel. You planned the lesson based on Маријан's previously expressed concerns about his sins and repentance. As you are teaching the lesson, he seems frustrated. How can you find out about his needs? How will you change the course of the lesson to meet his needs?

1. Practice: In a group of three, role-play with your companion and with another person playing the role of Маријан. Try different sentence constructions in future tense. Alternate between questions and statements, affirmative and negative.

2. Re-practice: Practice committing and promising blessings (e.g. Will you read this pamphlet? I promise that when you do you will feel the Spirit").

Notes:
Future tense
(Pronoun) + ќе +(i.o. clitic) + (d.o. clitic) + verb + (ли?)

Additional Scenario

At the end of a first lesson in the park with a man named Дејан, you connect the idea of revelation through the Book of Mormon with your commitment for him to read it. Testify to him about the truthfulness of the Book of Mormon and how the Spirit works through it.

1. Practice: A missionary will take the role of Дејан, while the other takes the role of the missionary. Role-play as a missionary teaching the connection between revelation and the Book of Mormon.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Gospel of Jesus Christ
Receptive Skill: Listening
Productive Skill: Speaking

	Ќе	**дојдов**	**но**	**бев многу зафатен.**
	I would have	*to come*	*but*	*I was very busy.*
Да,	**Ќе**	**се крстеше**	**но**	**бев многу зафатен.**
Yes,	*Was going to / would have*	*to be baptized*	*but*	*I was very busy.*
Не,	**Немаше да**	**прочитав**	**затоа што**	**имав работа цел ден.**
No,	*Would not have*	*to read*	*because*	*I had work all day.*
Кога...?	**Не ќе**	**се молев**		**не спиев синоќа.**
When… ?	*Would not have*	*to pray*		*(did) not sleep last night.*
		постеше		**не бев подготвен.**
		to fast		*I was not ready.*
				мислев дека не беше можно.
				I thought that it was not possible.
				имаше друга работа.
				there was other work.

Q: Ќе се крстеше?
You pl.were going to get baptized?
A: Да, ќе се крстивме, но не бевме готови.
Yes, we were going to get baptized, but not we were ready.
A: Не, немаше да се крстиме затоа што не бевме готови.
No, we weren't going to get baptized because we weren't ready.

Q: Дали ја прочитавте Книга(та) на Мормон?
Did you (pl.) read (the) Book of Mormon?
A: Не, ќе ја прочитав но имав работа цел ден.
No, I would have read, but I had work all day.
A: Не, немаше да ја прочитам книга(та), не бев подготвен.
No, I would not have read (the) book, I was not ready.

Scenario

It's Wednesday night and you get a call from the events coordinator in the branch. They ask you why you weren't at the activity that evening. Explain to them using future in the past why you and your companion weren't able to make it to the event.

1. Practice: Role-play the scenario with your companion, one of you as the missionary and the other as the branch event coordinator.

2. Re-practice: Switch roles and practice again.

Notes:

Future-in-the past constructions are used in three ways:
e.g. 1) The missionaries were already at the church, soon they would start to set up.
e.g. 2) We taught him for six months. He would cry in every lesson.
e.g. 3) I would have gotten baptized, but I wasn't ready at age 8.

Additional Scenario

During weekly planning, you are calling one of your investigators named Петер. When you ask Петер why he didn't show up to the church yesterday for the lesson, he creates many excuses for not coming. Explain to him the reasons for the lessons and set up another appointment with him.

1. Practice: Role-play the scenario with your companion, with one of you playing as Петер and the other as the missionary.

Function: Asking and answering questions of time, date and location
Context: Setting up appointments

Receptive Skill: Listening
Productive Skill: Speaking

Дали е вистински дека...?
Is it true that...?
Дали...?
Does...?
Зошто...?
Why...?

Бог	**ме**	**слушне**	**мене**	**кога се молам.**
God	*me*	*to hear*	*me*	*when I pray.*
Небесни(от) Отец	**те**	**благослови**	**тебе**	**кога сум покорен(на).**
(The) Heavenly Father	*you*	*to bless*	*you*	*when I am obedient (fem.).*
Седржител(от)	**го**	**чува**	**него**	**секој ден.**
(The) Almighty	*him/it*	*to protect*	*him/it*	*every day.*
Создател(от)	**нѐ**	**гледа**	**нас**	**секогаш.**
(The) Creator	*us*	*to watch*	*us*	*always.*
Спасител(от)		**спаси**		**затоа што е сезнаен.**
(The) Savior		*to save*		*because He is all-knowing.*
		сака		**затоа што е семоќен.**
		to love		*because He is all-powerful.*

D.O. Short Form	
ме	**не**
те	**ве**
го **ја** **го**	**ги**

D.O. Long Form	
мене	**нас**
тебе	**вас**
него **неа** **него**	**нив**

Q: Зошто Бог ве благослови вас?
Why does God bless you?
A: Небесни(от) Отец нѐ благослови нас кога сме покорни.
(The) Heavenly Father blesses us when we are obedient.
Q: Дали Бог нѐ гледа нас секој ден?
Does God watch us every day?
A: Да, Бог нѐ гледа нас секој ден.
Yes, God watches us every day.

Q: Седржителот ли ги чува секогаш?
Does the Almighty always protect them?
A: Да, Седржителот ги чува секогаш.
Yes, the Almighty always protects them.
Q: Вистина ли е дека Создателот ме познава мене?
Is it true that the Creator knows me?
A: Да, вистина е дека Создателот те познава тебе.
Yes, it is true that the Creator knows you.

Scenario

You are group contacting in Сити Парк and a Jehovah's Witness approaches you and asks, "Што е името на Господа?" and will not accept any answer other than "Јехова". This leads to a discussion. Tell him your beliefs about the nature of God.

1. Practice: With your companion, discuss the titles, roles and traits of Heavenly Father. How might this differ from other faiths' concept of deity? How can you establish common ground with someone who is a Jehovah's Witness? How will you build his testimony and your own? One missionary takes the role of the man, the other of the missionary.

2. Re-practice: Switch roles and practice again.

Notes: When to use clitics.

1. With a definite article. E.g. Ја сакам црквата. I love the church. Notice that the clitic must always agree in number and gender with its object. With an indefinite article, for example, "сакам црква", "I love church" or "I love a church", (depending on context), no clitic is used. Demonstrative pronouns also make the article definite. I love this church, "Јас сакам оваа црква". I love that church, "Јас сакам онаа црква" or "Јас сакам таа црква".

2. With a proper noun. Го гледам Благој. I look at Blagoj. Notice that the clitic always precedes the verb. With an improper noun, e.g. Гледам маж, I'm looking at a man, there is no clitic.

3. To refer to an object pronoun. "Ги најдов", "I found them".

Additional Scenario

You are riding in a taxi out to a neighborhood that you have never been to before. Your companion makes small talk with the driver and asks about his religion. He tells you that he is Albanian. The driver then asks you, "Што е името на Господа?" He also says, "Името на мојот Господ е Алах." You infer that he is Muslim. How do you think this man feels about the connection with his identity to his faith?

1. Practice: Role-play the scenario with your companion, with one of you playing as the taxi driver and the other as the missionary. As the missionary, share your testimony with the driver.

Function: Asking about and describing objects, people and their characteristics
Context: Teaching about the Godhead

Receptive Skill: Listening
Productive Skill: Speaking

Дали е често дека...?
Is it often that...?
Како...?
How...?
Кога...?
When...?
Дали...?
Does...?

Свети(от) Дух	**ми**	**зборува**	**вистина.**
(The) Holy Ghost	*to me*	*to speak*	*truth.*
Свети(те) Писма	**ти**	**поучи**	**мир.**
(The) Holy Scriptures	*to you (sing.)*	*to teach*	*peace.*
Исус Христос	**ни**	**дава**	**среќа.**
Jesus Christ	*to us*	*to give*	*happiness.*
Утешител(от)	**му**	**шепоти**	**утех.**
(The) Comforter	*to him*	*to whisper*	*comfort.*
Пророк(от)			**вдахновение.**
(The) Prophet			*inspiration.*

I.O. Short Form	
ми	**ни**
ти	**ви**
му **ј** **му**	**им**

I.O. Long Form	
мене	**нам**
тебе	**вам**
нему **нејзе** **нему**	**ним**

Q: Дали е често дека Дух(от) ти шепоти?
Is it often that (the) Spirit whispers to you?
A: Не, не е често дека Дух(от) ми шепоти.
No, it is not often that (the) Spirit whispers to me.
Q: Како Свети(от) Дух ви дава среќа?
How does (the) Holy Ghost give you happiness?
A: Свети(от) Дух ни дава утех.
(The) Holy Ghost gives us comfort.

Q: Како Утешител(от) му направи сведок?
How does (the) Comforter make him a witness?
A: Утешител(от) му дава вистина.
(The) Comforter gives him truth.
Q: Како Дух(от) им илустрира порака?
How does (the) Spirit illustrate a message to them?
A: Им шепоти инспирација.
It whispers inspiration to them.

Scenario

A potential investigator that you have just committed to pray to know whether the Book of Mormon is true, asks how God will answer his prayer. Explain to him what the Holy Ghost is and how it works. Share a personal experience as an example.

1. Practice: Role-play the scenario with one person as the potential investigator and the other as the missionary.

2. Re-practice: Switch roles and practice again. Read Moroni 10:3-5.

Additional Scenario

In the town center while sitting down on a bench by the fountain, a man/woman comes and sits down with you and your companion. He's an Evangelist and wants to know what you believe and feel about the Gospel of Jesus Christ.

1. Practice: Role-play this scenario with one missionary being the man/woman and the other, the missionary. As the missionary, bear testimony of the Gospel of Jesus Christ while using indirect object clitics.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Godhead

Receptive Skill: Listening, Reading
Productive Skill: Speaking

	Исус	**им**	**го**	**дава**	**свештенство(то)**	**на апостоли(те).**
	Jesus	*to them*	*him / it*	*to give*	*(the) priesthood*	*to (the) apostles.*
Дали...?	**Единствени(от) Син**	**ми**	**ме**	**благослови**	**надеж**	**на / за луѓе(то).**
Does...?	*(The) Only Begotten Son*	*to me*	*me*	*to bless*	*hope*	*to / for (the) people.*
Како...?	**Син(от)**	**ти**	**те**	**испрати**	**спасение(то)**	**на верници(те).**
How...?	*The Son*	*to you*	*you*	*to send*	*(the) salvation*	*to (the) believers.*
Зошто...?	**Господ(а)**	**ни**	**не**	**донесува**	**вистинска(та) црква**	
Why...?	*(The) Lord*	*to us*	*us*	*to bring*	*(the) true church*	
Кога...?	**Месија(та)**	**ѝ**	**ја**			
When...?	*(The) Messiah*	to her	her			
	Божјо(то) Јагне					
	(The) Lamb of God					

Rule: When both direct and indirect object clitics are used, the indirect always comes before the direct.

Q: Како Исус ми го дава спасение(то)?
How does Jesus give me (the) salvation?
A: Исус ни ја дава вистинска(та) црква.
Jesus gives us (the) true church..
Q: Дали Месијата им ја донесува надежта на луѓе(то)?
Does the Messiah bring hope to (the) people?
A: Да, Месијата им ја донесува надежта на луѓе(то).
Yes, the Messiah brings hope to (the) people.

Q: Кога Господ им ја изгради вистинска(та) црква?
When does the Lord build them (the) true church?
A: После им го дава свештенство(то) на апостолите.
After He gives the priesthood to (the) apostles.
Q: Кога ќе му Го даваме Свештенство(то) на него?
When will we give to him the Priesthood?
A: Ќе му Го даваме Свештенство(то) на него сега.
We will give the Priesthood to him now.

Scenario

After a lesson in Шутка, you wait for the bus to take you back to the town center and a Roma woman and her children start talking to you. She does not know much about religion in general but is very friendly and invites you to come and visit her at her home sometime. Leave a message with her before getting her contact information.

1. Practice: Role-play the scenario with your companion, one of you as the missionary and the other as the woman. Write down the contact information that is received.

2. Re-practice: Switch roles and practice again.

Additional Scenario

You and your companion are meeting with a member named Бојан, who is preparing to receive the Melchizedek Priesthood. Help him to understand the offices and responsibilities of the Melchizedek Priesthood.

1. Practice: With one missionary playing the role of Бојан and the other as the missionary, the missionary will teach Бојан about the Melchizedek Priesthood, its purposes and its origins. Then the missionary will commit Бојан to set a date to receive the Melchizedek Priesthood.

Function: Asking about and describing actions and events
Context: Teaching about Jesus Christ

Receptive Skill: Listening
Productive Skill: Speaking, Writing

1. Some verbs always take a direct object, and some always take an indirect object. You will either have to memorize which one each verb takes, or learn the rules for objects. With the verb дава, for example, you would use an indirect object clitic. (E.g. “Бог ми дава мир”, “God gives me peace”). But, if the article “peace” were definite instead of indefinite, you would need two clitics; an indirect object clitic and a direct object clitic. One is needed to express that something is being given “to me” and another to define the “it” that is being given. Look at another example: “Ми ја даваш Книгата на Мормон”, “you give to me the Book of Mormon”. You will never use two direct object clitics together or two indirect object clitics together, unless one is in long form and the other is in short form.

Ми	**ја**	**даваш**	**Книга(та) на Мормон.**	*Translation:*
To me	*it (the book)*	*you are giving*	*(the) Book of Mormon.*	*You are giving the Book of Mormon to me.*
Му	**го**	**давам**	**куче(то).**	*Translation:*
To him	*it (the dog)*	*I am giving*	*(the) dog.*	*I am giving the dog to him.*

2. In this case, to add emphasis you would use both the long and short form of either the direct object clitics or the indrect object clitics. (This is also the long way of using clitics and is not always used just for emphasis.) For example, “Мене ме викаш”, “Are you calling me”. Notice that in English we only use the inflection of our voice to emphasize the word “me”. Another way to say this in Macedonian would be, “Ме викаш мене”. The same rules apply when using the indirect object clitics, “му помогнеш нему”, etc. Although this is less commonly seen.

Мене	**ме**	**викаш?**	*Translation:*
Me	*me*	*you calling?*	*Are you calling me?*
Него	**го**	**крштававте?**	*Translation:*
Him	*him*	*you baptized?*	*You baptized him?*

3. There are several other times when clitics are used, but they are much less frequent in conversation and can be picked up quickly in a case-by-case basis.

	Јас	**треба**	**да**	**ја**	**чита**	**книга(та).**
	I	*need*	*to*	*it*	*to read*	*(the) book.*
Да,	**Ние**	**треба**	**да**	**го**	**јаде**	**храна(та).**
Yes,	*We*	*need*	*to*	*it*	*to eat*	*(the) food.*
Не,	**Тој**	**мора**		**ги**	**сретне**	**него.**
No,	*He*	*has to*		*them*	*to meet*	*him.*
Зошто,	**Таа**				**оди.**	**на црква(та).**
Why...?	*She*				*to go*	*to (the) church.*
Дали...?	**Кој...?**					**председател(от).**
Do...?	*Who...?*					*(the) president.*
						Библија(та).
						(The) Bible.

Ми	**требаш.**
To me	*you are needed.*
Ти	**требате.**
To you	*you all are needed.*
Ви	**требам.**
To you all	*I am needed.*

Q: Дали треба да знам ако постои Бога?
Do I need to know if God exists?
A: Да, јас требаше да знам исто.
Yes, I needed to know that also.
A: Сега, мора да знам за Бог и Син Му.
Now, I have to know about God and His son.

Ти мора да дојдеш со нас оваа вечер!
You have to come with us tonight!
Да, треба да бидам таму за крштавање(то).
Yes, I need to be there at the baptism.
Да, и ти треба да го даваш говор(от)!
Yes, and you need to give (the) talk!

Scenario

As you are teaching Александар about the Restoration and that The Church of Jesus Christ of Latter-day Saints is true, it becomes apparent that he needs help making the connection between faith and action. Suggest to him what he needs to do in order to find out for himself if it is true.

1. Practice: One missionary takes the role of Александар, while the other the role of the missionary. Александар asks questions about how he can find out the truth for himself. The missionary responds with what actions he will need to take.

Additional Scenario

You and your companion are having a lesson with Дејан, an investigator struggling with an addiction to alcohol. To help with the lesson, the senior couple has offered their help and their home for the lesson. As you teach Дејан about the Word of Wisdom, address his concerns and help him to come closer to overcoming his addiction. Bear your testimony of the Word of Wisdom and include the testimonies of the senior couple.

1. Practice: One missionary takes the role of Дејан, another the role of the missionary, and the other two will take the roles of the senior couple. As the missionary, work with the senior couple in teaching Дејан about the Word of Wisdom and the blessings that come from obeying it.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about The Book of Mormon

Receptive Skill: Listening
Productive Skill: Speaking

Да,
Yes,
Не,
No,
Дали...?
Question...?
Зошто...?
Why...?
Како...?
How...?

Бог		**е**	**љубовен**		**Небесен Отец.**		
God		*is*	*loving*		*Heavenly Father.*		
Свети(от) Дух	**не**	**е**	**вечен**	**-на**	**утишел.**	**ли**	**е?**
(The) Holy Ghost	*not*	*is*	*eternal*	*(feminine)*	*comforter.*	*?*	*is?*
Пророци(те)		**се**	**важен**	**-но**	**водач(и).**		**се?**
(The) Prophets		*are*	*important*	*(neuter)*	*leader(s).*		*are?*
План(от) на Спасение			**специјален**	**-ни**	**благослов.**		
The Plan of Salvation			*special*	*(plural)*	*blessing.*		
Семејства			**добар**	**-ра / -ро / -ри**	**дел од Божје План.**		
Families			*good*	*fem./neut./pl.*	*part of God's Plan.*		
Евангелие(то)			**вистински**		**учење.**		
(The) Gospel			*true*		*teaching.*		
					дар.		
					gift.		

.

Q: Библијата, важна книга ли е?
Is the Bible an important book?
A: Да, Библијата е важна книга.
Yes, the Bible is an important book.
Q: Зошто е Библијата важна книга?
Why is the Bible an important book?

Q: Семејства, вечни ли се?
Are families eternal?
A: Да, семејства се вечни.
Yes, families are eternal.
Q: Како се семејства вечни?
How are families eternal?

Scenario

You are in a lesson with a new investigator named Љупчо, whom you met outside of the Orthodox Church. The Orthodox religion carries different views of the Godhead and Љупчо is curious to know what The Church of Jesus Christ of Latter-day Saints believes about the Godhead. Share your feelings about the Godhead, while using as many adjectives that apply.

1. Practice: One missionary takes the role of Љупчо, the other the role of the missionary. Practice through the scenario and switch roles at the end.

2. Practice: By yourself or in pairs, practice forming and saying out loud sentences about the characteristics of the Holy Ghost, Jesus Christ and Heavenly Father. Try writing some of these sentences down.

Notes:

When assigning gender to the adjective you must ask yourself what it is connected to. If there is a noun following the adjective then it must take on the gender of the following noun. If there is no following noun then it must take on the gender of the subject of the sentence.

Additional Scenario

In the center of Градски Парк, you and the other missionaries came together and drew out with chalk, the Plan of Salvation. As people walk by, they ask questions about the Plan of Salvation. Describe to them, using adjectives, what the Plan of Salvation is and the importance of its message.

1. Practice: Split up into two groups, one being the missionaries and the other being the people passing by. As the missionary, explain and bear testimony of the Plan of Salvation.

Function: Asking about and describing objects, people and their characteristics
Context: How to begin teaching

Receptive Skill: Listening
Productive Skill: Speaking

	Ученици(те) на Христос		**се**	**прогонуван(и)**	**и**	**наградени.**
	(The) followers of Christ		*are*	*persecuted (pl.)*	*and*	*rewarded (pl.).*
Што се случи кога...?	**Ѓавол(от)**	**не**	**е**	**омразен(и)**	**и**	**обврзан(и).**
What happens when...?	*(The) devil*	*not*	*is*	*hated*	*and*	*bound.*
Дали...?	**праведници(те)**		**се**	**исчистен(и)**		**ослободен(и).**
?	*(The) righteous*		*are*	*cleansed*		*freed.*
Зошто...?	**луѓе**		**беа**	**сакан(и)**		**благословен(и).**
Why...?	*People*		*were*	*loved*		*blessed.*
	грешници			**отфрлен(и)**		**казнет(и).**
	Sinners			*rejected*		*punished.*
	Исус Христос			**испратен(и)**		**осуден(и).**
	Jesus Christ			*sent*		*judged.*

Q: Како е Исус Христос отфрлен од луѓе?
How is Jesus Christ rejected by people?
A: Луѓе(то) не знаеле дека Тој беше испратен од Бога.
(The) people didn't know that He was sent from God.
A: Ученици(те) на Христос беа конвертирани и тие Го примале.
(The) disciples of Christ were converted and they accepted Him..

Q: Што се случува кога ѓавол(от) е обврзан?
What happens when (the) devil is bound?
A: Грешници(те) се ослободени од него.
(The) sinners are freed from him.
A: Праведници(те) не се толку омразени.
(The) righteous are not as hated.

Scenario

You're coming back to your apartment by taxi. A conversation strikes up between you and the taxi driver named Стојан. He asks about what you're doing here and what your church believes in. One question that is most concerning to him is what happens on judgement day. He asks this as the taxi approaches your apartment complex.

1. Practice: One missionary plays the role of Стојан, the other plays the missionary. Answer the question that Стојан has in the amount of time that he allows you.

2. Re-practice: Switch roles and practice again.

Additional Scenario

You and your companion are invited to a Bible study put on by another church. While there, you and your companion are asked to explain your views about the life of Jesus Christ and His apostles. After this explanation, some people come up and ask to meet with you again to learn more about your beliefs.

1. Practice: One of you takes the role of the missionary and the other the role of one of the other people at the Bible study. As the missionary, describe the life of Jesus Christ and His apostles and answer the questions posed by the people. Afterwards, set up appointments with those who are interested.

Function: Asking about and describing actions and events
Context: Teaching about the Fall

Receptive Skill: Listening
Productive Skill: Speaking

	Исус Христос		**е**	**нашиот**		**Спасител.**			
	Jesus Christ		*is*	*our*		*Savior.*			
Да,	**Книга(та) на Мормон**	**не**	**е**	**мој**	**-от / -иот**	**живот.**			
Yes	*(The) Book of Mormon*	*not*	*is*	*my*	*masculine*	*life.*			
Не,	**Крштавање**		**се**	**негов**	**-ата**	**дар.**			
No,	*Baptism*		*are*	*his / its*	*feminine*	*gift.*			
Зошто е...	**Семејство(то)**			**наш**	**-ето**	**подршка.**			
Why is...	*(The) Family*			*our*	*neuter*	*support.*			
Дали е / се...?	**Мисионерска работа**			**ваш**	**-ите**	**можност.**			
Is / Are...?	*Missionary work*			*your (plural)*	*plural*	*opportunity.*			
Како е...?	**Евангелие(то)**			**Long Form**		**должност.**			
How is...?	*(The) Gospel*					*responsibility.*			
	Свети(от) Дух		**е**			**пријател**	**ми.**		
	(The) Holy Ghost		*is*			*friend*	*my (to me).*		
						отец	**ни.**	**ли**	**е**
						father	*our.*	*?*	*is*
							му.		**се**
							his / its.		*are*
							ви.		
							your (pl.).		
							Short Form		

Definite Articles are added at the end of a noun to indicate the nouns significance in a sentence. It is also added to the noun at the beginning of a sentence.

Q: Дали е Евангелие(то) ваши(от) живот?
Is (the) Gospel your (pl.) life?
A: Да, Евангелие(то) е мојот живот.
Yes, (the) Gospel is my life.
A: Како е Евангелие(то) вашиот живот?
How is (the) Gospel your (pl.) life?

Q: Дали е Исус Христос наши(от) пријател?
Is Jesus Christ our friend?
A: Да, тој е мој(от) пријател и искупител.
Yes, he is my friend and redeemer.
A: И Свети(от) Дух е Неговиот гласник.
And (the) Holy Ghost is His messenger.

Scenario

In between sacrament meeting and sunday school, a member named Ратко aproaches you and asks you about yourself and your family. Using possessive pronouns, tell him about yourself and your family. Then, ask Ратко about himself and his family.

1. Practice: In pairs, have one missionary take the role of the member and the other take the role of the missionary. The missionary is to practice using possessive pronouns by talking about his/her own family and or other topics that use possessive pronouns.

2. Re-practice: Switch roles and practice again.

Additional Scenario

It's summertime in Macedonia, and all of the missionaries are doing a group contacting activity on the Stone Bridge in the town center. While on the bridge, a group of three Muslims come up to you and get into a conversation about Jesus Christ. These three muslim women are respectful as they listen to what you have to say.

1. Practice: One missionary takes the role of the Muslim woman and the other the role of the missionary. As the missionary, testify about Jesus Christ, His apostles and prophets both ancient and modern, using possessive pronouns.

Function: Asking about and expressing possession and ownership
Context: How to begin teaching

Receptive Skill: Listening
Productive Skill: Speaking

	Мисионери(те)	**се**	**во**	**црква(та).**
	(The) missionaries	*are*	*in*	*(the) church.*
Да,	**Книга(та)**	**е**	**на**	**маса(та).**
Yes	*(The) book*	*is*	*on*	*(the) table.*
Не,	**Стражувачи(те)**	**се**	**внатре**	**куќа(та).**
No,	*(The) investigators*	*are*	*inside*	*(the) house.*
Зошто е/се...	**Црква(та)**		**близу**	**парк(от).**
Why is/are...	*(The) church*		*near*	*(the) park.*
Дали е/се...?	**Членови(те)**		**пред**	**столче(то).**
Is/Are...?	*(The) members*		*in front of*	*(the) bench.*
Како е/се...?	**Луѓе(то)**		**кај**	**центар(от).**
How is/are...?	*(The) people*		*by*	*(the) center.*

Q: Зошто се мисионери(те) во црква(та)?
Why are (the) missionaries in the church?
A: Мисионери(те) се во црка(та) поради имаат лекција.
(The) missionaries are in (the) church because they have a lesson.

Q: Дали е црква(та) кај парк(от)?
Is (the) church by (the) park?
A: Не, црква(та) е кај моја(та) куќа.
No, (the) church is by my house.

Scenario

It's a Saturday in Skopje, Macedonia and you are with your companion giving a tour of the church to a group of members and investigators. Using prepositions, describe the church, its functions and where things are located.

1. Practice: With your companion, take turns speaking to this group.

2. Re-practice: Switch companions with other missionaries and practice again.

Additional Scenario

While at the church, an investigator named Павле comes in asking where the elders are. You call the elders and find out that they are in the park playing soccer with a group of investigators and members. Inform Павле of where he can find the missionaries.

1. Practice: Using prepositions, inform Павле about the location of the missionaries with one of you playing the role of the missionary and the other the role of Павле.

Function: Asking and answering questions of time, date and location
Context: Giving directions

Receptive Skill: Listening
Productive Skill: Speaking

	Јас		**би**	**сакал да знам повеќе**			**ако**	**ќе ми помогне.**
	I		*would*	*like (sing.) to know more*			*if*	*it will help me.*
Да,	**Јас**	**не**	**би**	**разбрал подобро**	**- е**	**ли**	**ако**	**читате Книга(та) на Мормон.**
Yes,	*I*	*not*	*would*	*understand better*	*plural*	*?*	*if*	*you read (the) Book of Mormon.*
Не,	**Тој / Таа / Тоа**			**правил тоа**	**- а**		**тогаш**	**пита Бог.**
No,	*He / She / It*			*do it*	*feminine*		*then*	*you asked God.*
Ако...	**Ние**			**дошол во црква(та)**			**но**	**имав време.**
If...	*We*			*come to (the) church*			*but*	*I had time.*
Дали...?	**Вие**			**ја читал Книга(та)**				**ќе знаете дека е вистина.**
Question...?	*You (pl.)*			*read (the) Book of Mormon*				*you will know that it is true.*
				се молил				**ќе ме води поблиску до Бога.**
				pray				*it will lead me closer to God.*
				се променил				**ќе ве учиме.**
				change				*we will teach you.*

Note: To form the Conditional Mood, follow the L-Form conjugation rules.

Q: Би сакале ли да знаете повеќе ако ќе ви помогне?
Would you want (pl.) to learn more about it if it will help you?
A: Да, јас би сакал да знам повеќе ако ќе ме учате.
Yes, I would like to know more if you will teach me.
A: Ако тој би разбрал подобро, тогаш ќе знае дека е вистина.
If he would understand better, then he will know that it is true.

Q: Ние би дошоле во црква(та), но немаме време.
We would come (pl.) to (the) church, but we don't have time.
A: Дали вие би ја читале Книга(та) на Мормон?
Would you read (the) Book of Mormon? .
A: Да, јас би ја читал, ако ќе ми помогне.
Yes, I would read, if it will help me.

Scenario

You're at a cafe with your investigator Игор. Игор is wondering if he should continue to follow Jesus Christ. Use the Conditional Mood to help guide Игор in the right direction.

1. Practice: In pairs, have one missionary take the role of Игор and the other take the role of the missionary. The missionary is to practice using Conditional Mood to help guide Игор in the right direction.

2. Re-practice: Switch roles and practice again.

Additional Scenario

You are meeting with two members named Ана and Гордана, to check up on their reading in the Book of Mormon. You and your companion notice that they are right on track with their reading goals, but they say that they wish they could get more out of their readings.

1. Practice: With a group of missionaries, divide up the roles of missionaries, Ана and Гордана. Have the missionaries discuss how their studying of the Book of Mormon could be better by using conditional mood. Then commit Ана and Гордана to doing one of those things mentioned to get more out of their studies.

Function: Asking and answering questions of cause and effect
Context: Promising blessings

Receptive Skill: Listening
Productive Skill: Speaking

A-Stem	**чита** *to read*			+	j	=	**читај** *read!*		+	**те**	=	**читајте** *read!*	**ми** *to me*	**го** *it*	**писмо(то).** *(the) letter.*
	stem						*singular*					*plural*			
E-Stem	**јаде** *to eat*	-	**е**	+	**и**	=	**јади** *eat!*		+	**ете**	=	**јадете** *eat!*		**ја** *it*	**храна(та).** *(the) food.*
И-Stem	**прави** *to do/make*					=	**прави** *make!*	- **и**	+	**ете**	=	**правете** *make!*		**ги** *them*	**пиперки(те).** *(the) peppers.*
ИЕ-Stem	**спие** *to sleep*	-	**е**	+	**j**	=	**спиј** *sleep!*		+	**те**	=	**спијте** *sleep!*			**сега.** *now.*
Exception	**дава** *to give*	-	**ва**	+	**j**	=	**дај** *give!*		+	**те**	=	**дајте** *give!*	**им** *to them*	**ги** *them*	**свети(те) писма.** *(the) holy scriptures.*

Да,
Yes,
Не,
No,
Сега!
Now!

Ве молам, дај ми една чаша вода. Благодарам.
Please, give me a glass of water. Thank you.
Отвори ја врата(та).
Open (the) door.
Дај му ја Книга(та) на Мормон да чита.
Give him (the) Book of Mormon to read.

Scenario

It's Sunday and sacrament meeting just ended. Everyone starts socializing as they prepare for the following hour of church. You start to prepare as the branch president approaches you and asks if you can teach the next class because the Sunday School teacher couldn't make it. For your lesson, use as many imperative (command) sentences as you can to teach the class.

1. Practice: In a group, one missionary will be the teacher while the others are the class members. The teacher will conduct the class with imperative (command) sentences while the class members follow what the teacher says.

2. Re-practice: Pick another missionary as the new teacher and practice again.

Notes:

The clitics follow the verb only in the command form.

Additional Scenario

It's lunch time and you're at the Irish Pub near the center of town. The waiter comes by and asks you for your order.

1. Practice: One by one in a group, with the teacher playing the role as the waiter. The missionaries will take turns ordering a drink, entree and dessert using the formal(plural) version of imperative(command) form.

2. Re-practice: Each missionary will order a drink, entree and dessert again, but this time by using the singular(non-formal) version of the imperative(command) form.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about The Book of Mormon

Receptive Skill: Listening
Productive Skill: Speaking

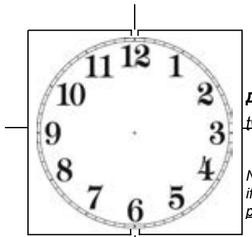
Имаме лекција	**во**	**среда**	**во**	**шест**	**сат**	**на**	**вечер(та).**
We have a lesson	*on*	*Wednesday*	*at*	*six*	*hour*	*in*	*(the) evening.*
Студираме	**во**	**сабота**	**во**	**два**	**сат**	**на**	**утро(то).**
We study	*on*	*Saturday*	*at*	*two*	*hour*	*in*	*(the) morning.*
Планираме		**недела**		**пет**			**попладне.**
We plan		*Sunday*		*five*			*afternoon.*
Одиме во црква		**секој ден**		**седум**			
We go to church		*every day*		*seven*			
Има активност		**дневно**					
There is an activity		*daily*					
Чистиме		**неделно**					
We clean		*weekly*					
Можеме да се најдеме							
We can meet.							

Дали...?
Question Particle
Да,
Yes
Не,
No

десет до десет
ten to ten (9:50)

Note: Subtract the minutes from next hour if telling time after half past the hour.

дванаесет часот
twelve o'clock



два и петнаесет
two and fifteen (2:15)

Note: Add the minutes if telling time before half past the hour.

Шест и пол
Six and a half (6:30)

Note: In Macedonia, military time is used. Therefore 18:30 час is the equivalent of 6:30 p.m.

Q: Кога може да се сретнеме?
When can to we meet?
A: Може да се гледаме околу шест и пол?
Can we see each other around 6:30?

Q: Дали е средбата во осум часот?
Is the meeting at 8 o'clock?
A: Да, но ќе почнаме во осум и петнаесет.
Yes, but we will begin at 8:15.

Scenario

It's the end of the day and you are planning for the next. You are calling members and investigators to set up appointments with all of them. Call these people: Елмаз, Ана, Стојан and Љупчо to set up appointments with them.

1. Practice: Role-play, each missionary will take a turn calling one of these members and/or investigators to set up an appointment. After one missionary has set up and written down the appointment time, give the phone to another missionary and so forth.

Additional Scenario

In the Skopje Branch this Wednesday, there will be an activity for the members and investigators to play football. It's Monday and no one knows about the activity just yet. Call the members/ investigators and inform them of the activity.

1. Practice: Each missionary will take a turn calling one of these members and/or investigators to let them know about the time of the activity and what will be happening at the event.

Function: Asking and answering questions of time, date and location
Context: Planning

Receptive Skill: Listening
Productive Skill: Speaking, Writing

	Ламаници(те)	**никогаш**	**не**	**убил(е).**	
	(The) Lamanites	*never*	*not*	*killed (pl.).*	
Да,	**Нефици(те)**	**никогаш**	**не**	**лажал.**	**- а**
Yes	*(The) Nephites*	*never*	*not*	*lied.*	*feminine*
Не,	**Пророк(от)**			**бил грешник(ци).**	**- е**
No	*(The) Prophet*			*was sinner(s).*	*plural*
Дали...?	**Исус Христос**			**умрел.**	
Did...?	*Jesus Christ*			*died.*	
	Апостоли(те)			**измамил.**	
	(The) Apostles			*cheated.*	

	Јас	**не**	**нашол(а)**		**никого.**
	I	*didn't*	*to find (fem.)*		*No one.*
Да,	**Ти**	**не**	**открил**	**- а**	**ништо.**
Yes	*You*	*didn't*	*to discover*	*feminine*	*nothing.*
Не,	**Тој**		**барал**	**- е**	**никој.**
No	*He*		*to look*	*plural*	*no one.*
Зошто...?	**Ние**		**Примал**		
Why...?	*We*		*to recieve*		
	Тие		**чувствувал**		
	They		*to feel*		

Q: Дали пророк(от) никогаш не бил грешник?
Was (the) prophet ever (never not) a sinner?
A: Сите сме грешници. Ама тој беше добар маж. Никогаш не лажал за своите маани.
Well, I think we are all sinners. But he was a good man. He never lied about his faults.

Q: Нефици(те) никогаш не убиле, нели?.
(The) Nephites never killed anyone, right?
A: Ламанци(те) убиле луѓе, и тогаш се покајале и никогаш не убиле никого пак.
(The) Lamanites killed people, and then they repented and never killed anyone again.

Scenario

A member is struggling with daily scripture study, she says it's boring and that the stories are hard to understand. Talk about how learning a story in the Book of Mormon helped build your faith and helped you in your life.

1. Practice: One missionary take the role of the member, the other the missionary. As the missionary, read and/or discuss one of your favorite stories in the Book of Mormon and what you appreciated about it. Ask the member who is struggling to find a story that he/she likes and to apply it to his/her life style.

2. Re-practice: Switch roles and practice again.

Notes:

The English equivalents of these would be things such as "I didn't find anyone", "I don't have anything", "He never died", "She didn't repent anywhere", etc. Only in Macedonian, the double negative is correct. (~~"I didn't find no one", "I don't have nothing", "He didn't never die", "She didn't repent nowhere"~~.)

Additional Scenario

A large storm is passing through Skopje and the missionaries were told to meet at the church. But some of the missionaries hadn't arrived yet. After attempting to reach those missionaries by phone, a search party was sent out. As part of the search party, you return to tell the senior couple about what you found using double negatives.

1. Practice: Role-play, taking turns between companionships acting as the search party and those that are already at the church.

Function: Asking about and describing objects, people and their characteristics
Context: Teaching about The Book of Mormon

Receptive Skill: Listening, Reading
Productive Skill: Speaking

	Исус Христос *Jesus Christ*	**пред да** *before*	**дојде на земја(та)** *He came to (the) earth*		**живее со Бог.** *He lived with God.*
Да, *Yes,*	**Адам и Ева** *Adam and Eve*	**пред да** *before*	**земат од забранети(от) плод** *taking of (the) forbidden fruit*	**не** *negation*	**го избираат план(от) на Бог.** *they chose (the) plan of God.*
Не, *No,*	**Ние** *We*	**без да** *without*	**имаме слободен избор** *having agency*		**биле невини.** *were innocent.*
Зошто...? *Why...?*	**Исус Христос** *Jesus Christ*	**после** *after*	**живееме праведен живот** *living a righteous life*		**може да се врати до Бога.** *He was able to return to God.*
			се молиме *praying*		**го знаеле добро(то) од зло(то).** *knew (the) good from (the) evil.*
			го извршил Помирение(то) *completed (the) Atonement*		**можевме да имаме среќа.** *we were able to have happiness.*
					можевме да напредуваме. *we were able to progress.*

Адам и Ева биле невини пред да земале од забренети(от) плод.
Adam and Eve were innocent before they partook of (the) forbidden fruit.
Без земање(то) од забранети(от) плод, ние не би можеле да напредуваме.
Without (the) taking of (the) forbidden fruit, we would not be able to progress.
После умираме ќе одиме во духовни(от) свет.
After we die we will go to (the) spirit world.
Без Исус Христос да го изврши Помирение(то), ние не би можеле да се вратиме до Бога.
Without Jesus Christ to complete (the) Atonement, we would not be able to return to God.

Scenario

You are teaching Милка about the plan of Salvation. She is so excited to learn about the purpose of life. Explain to her the different aspects of the plan by telling her what happened before this life, what necessary events happened and will happen in this life, and what will happen in the life to come.

1. Practice: Discuss how you can use this board display to help teach Милка. Select some more vocabulary and try to construct and write down some sentences on your own. After preparing, one missionary teach while the other takes the role of Милка.

2. Re-practice: Reverse roles and practice again.

Notes:

пред/без + да
после } + present tense = -ing
+ past tense verb or I-form past

or

пред/без/после } +-ење = -ing
+ past tense verb or I-form past

Additional Scenario

An older woman whom you meet on the street asks you, “What have you done to know this is true?” Briefly share your testimony with her and experiences which you have had which have led you to the knowledge which you now have. Answer any and all concerns which she may have and invite her to church.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Restoration

Receptive Skill: Listening
Productive Skill: Speaking, Writing

	Како беше...?	**читање(то)**	**на Книга(та) на Мормон?**
	How was...?	*(the) reading*	*of (the) Book of Mormon?*
Да,	**Дали ти се допаѓаше...?**	**гледање(то)**	**(за / на) крштевање(то)?**
Yes	*Did you like...?*	*(the) watching*	*(about / of) the baptizing?*
Не,	**Што мислиш за...?**	**давање(то)**	**на лекција(та) во црква?**
No,	*What do you think about....?*	*(the) giving*	*of (the) lesson in church?*
	Сакаш ли...?	**размислување(то)**	**на сакраментални(те) молитви?**
	Do you like...?	*(the) pondering*	*of (the) sacrament prayers?*
		разговарање(то)	**на книжка(та) за Џозеф Смит?**
		(the) discussing	*of (the) pamphlet about Joseph Smith?*

Q: Како беше гледање(то) на крштевање(то)?
How was (the) watching of (the) baptism?
A: Добро беше, многу беше различно од моето крштевање.
It was good, it was very different from my baptism.
A: Интересно ми беше затоа што кај нас крштевање(то) е направено кога човек(от) е бебе.
It was interesting to me because by us baptism is done when (the) person is a baby.

Q: Сакаш читање?
Do you like reading?
A: Не, освен ако тоа е читање(то) за причест.
No, except if it is (the) reading about sacrament.
A: Да, многу сакам читање(то).
Yes, I really like reading.

Scenario

You are teaching an older man named Благоја and you follow up on some committments. Благоја feels that the Gospel is true, but there are a few complications that are keeping him from becoming a member of the Church. Help him remember those good feelings he had and discuss with him the importance of following the Savior.

1. Practice: One missionary take the role of Благоја, the other take the role of the missionary. Practice following up on the committments, allowing Благоја to choose for himself whether or not to follow Jesus Christ.

2. Re-practice: Switch roles and practice again.

Notes:

A-stem verbs end in -ање.
E-stem and И-stem verbs end in -ење.

Verbal nouns are always neuter because they always end in “е”. To pluralize a neuter ending change the “е” to an “а”. E.g. купи --> купење --> купења.

Additional Scenario

A child vendor on the street comes up to you and steals your Book of Mormon. After getting it back, you talk to him/her about his/her work and what he/she enjoys to do.

1. Practice: A missionary will take the role of the child vendor and the other the role of a missionary. As the missionary, talk to the child vendor about their work and about what you do as a missionary.

Function: Asking about and describing actions and events
Context: Following up

Receptive Skill: Listening
Productive Skill: Speaking

	Вера(та) во Исус Христос е нешто	**од**	**кое**	**ни појачува секој ден.**
	(The) faith in Jesus Christ is something	*from*	*which (neu.)*	*strengthens us every day.*
Да,	**Пророци се духовни водачи**	**преку**	**кој**	**не води до Бога.**
Yes,	*Prophets are spiritual leaders*	*through*	*which (masc.)*	*lead us to God.*
Не,	**Ние сме благодарни за благослови(те)**	**со**	**која**	**го благослови нашиот живот.**
No,	*We are grateful for (the) blessings*	*with*	*which (fem.)*	*blesses our life.*
Затоа што...	**Евангелие(то) на Исус Христос е за сите**	**за оние**	**кои**	**го / ја / ги имаме.**
Because...	*(The) gospel of Jesus Christ is for everyone*	*for those*	*which (pl.)*	*we have.*
Зошто е...?	**Книга(та) на Мормон е доказ**	**во**		**ги потврдува вистини(те) на Обнова(та).**
Why is…?	*(The) Book of Mormon is evidence*	*in*		*confirms (the) truths of (the) Restoration.*
	Покајание(то) е чекор			**Бог ни зборува.**
	Repentence is a step			*God speaks to us.*
	Молитва е принцип			**покаже, дека Бог не сака.**
	Prayer is a principle			*shows that God loves us.*
	Заповеди(те) се насоки			**ни дава утех.**
	Commandments are directions			*gives us comfort.*

Q: Зошто е Книга(та) на Мормон доказ кој потврдува вистини(те) на Обнова(та)?
Why is (the) Book of Mormon evidence which confirms (the) truths of (the) Restoration?
A: Затоа што Книга(та) на Мормон е доказ кој покаже дека Бог ни зборува.
Because, (the) Book of Mormon is evidence which shows that God speaks to us.
Q: Како се заповеди(те) насоки кои ни појачува секој ден?
How are (the) commandments directions which strengthen us every day?
A: Затоа што заповеди(те) се насоки кои ни водат до Бога.
Because, (the) commandments are directions which lead us to God.

Scenario

You have been in the country for a while now and are training a new missionary. You are in a lesson with Богдан, who you care for very much. You have had many lessons with him and seen him grow so much, but he is still hesitating to act. Use relative pronouns to explain and bear testimony on how the Gospel can help him. Focus on his needs and refocuseverything back to the Restoration, commitments, and the steps of the Gospel.

1. Practice: Discuss how you can apply this grammar principle to help teach Богдан. One missionary begins as a missionary and the other as an investigator. As the investigator, choose some particular needs and try to help the missionary discover them through the types of questions you'll ask. As the missionary, try asking questions to discover what Богдан needs to hear most and explain and bear testimony to those things.

2. Re-practice: Reverse roles and practice again.

Additional Scenario

It is your second lesson with a young girl named Наташа who studies at Факултет. You are eating ice cream with her at a Слаткарница. Practice committing her to do something with an explanation of why it is important and share your personal testimony.

1. Practice: One missionary takes the role of Наташа, the other takes the role of the missionary. Practice making commitments for her to do that will help with the concerns that she has.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Gospel of Jesus Christ

Receptive Skill: Listening
Productive Skill: Speaking

Да,
Yes,
Не,
No,
Ќе...?
Will...?
Дали...?
Question...?

Треба		**да**	**се покајме**	**за да**	**станеме**	**по**	**чистен**	**човек.**
Need to / must / should		*to*	*(we) repent*	*in order to*	*become*	*more*	*clean*	*person.*
Сака	**ли**	**да**	**простава**	**за да**	**биде**	**по-**	**среќен**	**мисионер.**
to want	*?*	*to*	*to forgive*	*in order to*	*to be*	*more*	*happy*	*missionary.*
Се стреми			**се моли**		**има**	**нај-**	**силен**	**сведоштво**
to strive			*to pray*		*to have*	*most*	*strong*	*testimony.*
Се обидува			**се крштава**				**верен**	**отец / мајка.**
to try			*to be baptized*			**пре-**	*faithful*	*father / mother.*
Желува			**чита писма(та)**			*too*	**понизен**	**пријател.**
to desire			*to read (the) scriptures*				*humble*	*friend.*
			оди на црква				**добар**	**учител.**
			to go to church				*good*	*teacher.*
								семејство.
								family.

Q: Дали желувате да одите на црква за да имате посилно сведоштво?
Do you desire to go to church in order to have a stronger testimony?
A: Да, сакаме да одиме на црква за да бидеме подобри луѓе.
Yes, we want to go to church in order to be better people.
A: Дали треба да се покајам за да бидам најдобари(от) мисионер?
Do I need to repent in order to be (the) best missionary?

Scenario

You and your companion have traveled down to the Southern city of Veles to meet with a member there. After the lesson, you are walking back to the bus stop and a man approaches you and asks if you are the Mormon missionaries. This man is interested in the Gospel of Jesus Christ, teach him about the Gospel and how he can be a better and happier man by living it.

1. Practice: In pairs, have one missionary take the role of the old man and the other take the role of the missionary. The missionary is to practice using Comparatives and Superlatives to help the man understand the blessings that come from living the gospel.

2. Re-practice: Switch roles and practice again.

Additional Scenario

While you are shopping at Рамстор Мал, you run into an old investigator who is a member of the Macedonian Orthodox Church. You and your companion sit down with him/her and talk about how their life is going. After a while its apparent that it's been tough and so you read them a scripture about a gospel topic (e.g. the Commandments) to help or comfort them. Along with your testimony, the old investigator feels the spirit and wants to meet again in the future.

1. Practice: One missionary takes the role of the old investigator and the other takes the role of the missionary. Practice choosing different gospel topics and having a scripture prepared with it. Bear testimony of the topic to the old investigator.

2. Re-practice: Switch roles and practice again.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Gospel of jesus Christ

Receptive Skill: Listening
Productive Skill: Speaking

Јас			се молам	за понизност.
I			*pray*	*for humility.*

Дали...?
?
Да,
Yes
Не,
No

Јас	Ние
I	*We*
Ти	**Вие**
You	*You*
Тој /Таа	**Тие**
He / She	*They*

не
not

се моли
to pray
се прашува
to wonder
се најде
to meet

относно Џозеф Смит.
about Joseph Smith.
относно Книга(та) на Мормон.
about (the) Book of Mormon.
на Бог.
To God.

Луѓе
People
Пророци
Prophets

со нив / мисионери / нас.
with them / missionaries / us.
Исус Христос.
Jesus Christ.
за трпение / помош.
for patience / help.

Дали се прашуваш дали постои Бог?
Do you wonder whether God exists?
Да, јас се молам на Бога.
Yes, I pray to God.
Не, знам дека некој ден ќе се најдам со Бога.
No, I know that some day I will meet with God.

Дали се најдеме со мисионери(те)?
Do we meet with (the) missionaries?
Да, се молиме заедно.
Yes, we pray together.
Не, не се најдеме со мисионери(те).
No, we don't meet with (the) missionaries.

Function: Asking about and describing actions and events
Context: How to begin teaching

Receptive Skill: Listening
Productive Skill: Speaking

Scenario

On a city bench in the town center, you are talking with an older gentleman named Петер, who is a member of the Macedonian Orthodox Church. He's never heard of any other religion besides his own and Islam. Address his thoughts and introduce him to the topic of the restoration. Ask him to read and pray about Joseph Smith and the Book of Mormon.

1. Practice: One missionary takes the role of Петер, while the other the role of the missionary. Start talking and find points of the restoration that would fit into the life of Петер.

2. Re-practice: Reverse roles and practice again.

Additional Scenario

Петер, the same man from the earlier scenario, has read and prayed about Joseph Smith and the Book of Mormon. But he doesn't know yet if it's true or not. Help him to understand the role that the Holy Ghost plays in receiving revelation, the different ways in which the Holy Ghost communicates and how to access the power of the Holy Ghost.

1. Practice: One missionary takes the role of Петер, while the other the role of the missionary. Discover the struggles that Петер is having with receiving revelation and teach him about the Holy Ghost and its role in receiving revelation.

	Јас сум	**мисионер(и),**	**но**	**таа е**	**мисионер(ка).**
	I am	*missionary (pl.),*	*but*	*she is*	*missionary (fem.).*
Да,	**Вие сте**	**член(ови),**	**но**	**јас сум**	**студент(и).**
Yes	*You are (pl.)*	*member (pl.),*	*but*	*I am*	*student (pl.).*
Не,	**Ние Сме**	**изтражувач(и),**		**ти си**	**повисок(и).**
No	*We are*	*investigator (pl.),*		*you are*	*taller (pl.).*
Зошто...?	**Тој е**	**висок(и),**		**тие се**	
Why...?	*He is*	*tall (pl.),*		*they are*	

	Јас сум	**повисок(а)**	**од**	**тебе.**
	I am	*taller (fem.)*	*than*	*you.*
Да,	**Тој е**	**подоб<u>ар</u>(ра)***	**од**	**вас.**
Yes	*He is*	*better (fem.)*	*than*	*you all.*
Не,	**Таа е**	**побрз<u>о</u>(а)**		**мене.**
No	*She is*	*faster (fem.)*		*me.*
	Тие се			**нас.**
	They are			*us.*

**Remember the drop out rule when changing the gender of adjectives. E.g. подобар (masc.), подобра (fem.), подобро (neut.), подобри (pl.).*

Q: Дали сте мисионери(те) од Америка?
Are you (the) missionaries from America?
A: Да, тие се мисионери(те) од Америка, но јас сум од Германија.
Yes, they are (the) missionaries from America, but I am from Germany.
A: Не, мисионери(те) сме од Италија и Канада.
No, we are (the) missionaries from Italy and Canada.

Q: Знаете ли кои е подобро во кошарка?
Do you know who is better at basketball?
A: Јас сум подобро од него.
I am better than him.
A: Не, но тој е повисок од мене.
No, but he is taller than me.

Scenario

It's Wednesday evening and you have an activity planned to play soccer with other missionaries, members and investigators. You're shocked by the amount of people that attend and because there are so many people you will have to divide them into multiple teams.

1. Practice: Each missionary takes a turn dividing the people into seperate groups according to height, skill and other characteristics.

2. Re-practice: Reverse roles and practice again.

Additional Scenario

It's Tuesday night at the church and you and your companion are teaching the English course. The several people that are in attendance consist of members and first-time investigators. Introduce yourselves as missionaries to everyone by using comparatives.

1. Practice: As a group, two missionaries will play the role of the teachers, while the others play the roles of the members and new investigators. The missionary teachers will introduce themselves by using comparisons, followed by everyone else doing the same.

2. Re-practice: Reverse roles and practice again.

Function: Asking about and describing objects, people and their characteristics
Context: How to begin teaching

Receptive Skill: Listening
Productive Skill: Speaking

Part of Speech	Definition	Example
Subject (предмет)	Who is doing the action. You can usually find the subject if you ask "who or what 'verbs' or 'verbed'?".	**Џозеф Смит се молил.** Joseph Smith prayed.
Verb (глагол)	An action word. This describes the action or state of being. Verbs have tenses, such as past, present, and future.	**Џозеф Смит се молил.** Joseph Smith prayed.
Noun (именка)	A person, place, or thing. These can also be(and commonly are) the subject of a sentence.	**Исус Христос е совршен.** Jesus Christ is perfect.
Adjective (придавка)	Describes a noun (person, place, or thing).	**Исус Христос е совршен.** Jesus Christ is perfect.
Preposition (предлог)	Shows the noun's relationship to another word in the sentence. A good basic rule to follow is any word that fills in the blank '____ the box'. (*toward* the box, *in* the box, *through* the box, etc.).	**Јас сум од Македонија.** I am from Macedonia.
Adverb (наречие)	Describes the verb. In english, these usually end with -ly.	**Тие се молиле со верност.** They prayed faithfully.
Pronoun (заменка)	A word that takes the place of a noun. In the sentece "James taught Lesson 3", 'James' can be replaced with 'he'. Common pronouns are he, it, she, them, someone, everyone....etc.	**Христос е Спасителот.** **Тој е Спасителот.** Christ is the Savior. He is the Savior.
Object (објект)	Who or what is being acted upon by the subject of the sentence. In Macedonian, there are 2 different kinds of Objects: Direct and Indirect. *Direct Object Pronouns (DOP)* are who or what is being 'verbed'. *Indirect Object Pronouns (IOP)* can usually be indentified by asking 'for/to whom?'.	*DOP:* **Јаков ја научи лекција 3.** James taught Lesson 3. *IOP:* **Марија се моли на Бог.** Maria prays to God.

Prepositions			
без	without	низ	through
до	to, until	мегу	among, between
под	under	наместо	instead of
зад	behind	спроти	opposite
со	with	освен	except
над	on top of, above	преку	above, over
кон	toward	од	from, since
покрај	by, alongside	за	for, about

Conjuctions			
за	for	дали	whether
и	and	ако	of
или	or	ни...ни	neither...nor
ама, но, али	but	или...или	either...or
уште	yet	затоа што	because
значи	so	бидејќи	because/being that
иако	although	толку како	as much/many as
како	as	од	than, since
за да	in order to	поради	because

Definite Articles*	
-от	Masculine
-та	Feminine
-то	Neuter
-те	Plural

Drop-out Rule		
Gender	**Adjective**	**Noun**
Masculine	**важен** important	**стих** verse
Feminine	**важна** important	**книга** book
Neuter	**важно** important	**нешто** thing
Plural	**важни** important	**планови** plans

Possessive Pronouns (Definite)	
Мојот(ата) My (M/F)	**Нашиот(ата)** Our (M/F)
Твојот(ата) Your (M/F)	**Вашиот(ата)** Your (M/F) (plural/formal)
Неговиот(ата) His/Its (M/F)	**Нивниот(ата)** Their (M/F)
Нејзиниот(ата) Her (M/F)	

Cardinal Numbers	
0	нула
1	еден (но/на)
2	два (е)
3	три
4	четири
5	пет
6	шест
7	седум
8	осум
9	девет
10	десет
11	единаесет
12	дванаесет
13	тринаесет
14	четиринаесет
15	петнаесет
16	шестнаесет
17	седумнаесет
18	осумнаесет
19	деветнаесет
20	дваесет
30	триесет
40	четириесет
50	педесет
100	сто
1,000	илјада
10,000	десет илјада
100,000	сто илјада
1,000,000	милион

Ordinal Numbers	
прв**иот**(ата/ето/ите)	*first*
втор**иот**(ата/ето)	*second*
трет**иот**(ата/ето)	*third*
четврт**иот**(ата/ето)	*fourth*
петт**иот**(ата/ето)	*fifth*
шест**иот**(ата/ето)	*sixth*
седм**иот**(ата/ето)	*seventh*
осм**иот**(ата/ето)	*eighth*
деветт**иот**(ата/ето)	*ninth*
десетт**иот**(ата/ето)	*tenth*

Colors		
white	бел	- о neuter
yellow	жолт	
green	зелен	
blue	син	
red	црвен	- а feminine
orange	портокалов	
pink	розов	
brown	кафеав	
grey	сив	- и plural
black	црн	
light blue	светло син	
dark blue	темно син	

Days of the Week	
Понеделник	Monday
Вторник	Tuesday
Среда	Wednesday
Четврток	Thursday
Петок	Friday
Сабота	Saturday
Недела	Sunday

Months	
Јануари	January
Февруари	February
Март	March
Април	April
Мај	May
Јуни	June
Јули	July
Август	August
Септември	September
Октомври	October
Ноември	November
Декември	December

Префикс *Prefix*	**кој** *who/which*	**каде** *where*	**што** *what*	**кога** *when*	**како** *how*	**каков** *what kind*	**колкав** *what size*	**колку** *how much*
ни- *'no'-*	**никој** *no one*	**никаде** *nowhere*	**ништо** *nothing*	**никогаш** *never*	**никако** *no way*	**никаков** *no sort of*	**николкав** *no size*	**николку** *none*
не- *'some'-*	**некој** *someone*	**некаде** *somewhere*	**нешто** *something*	**(по)некогаш** *sometime*	**некако** *somehow*	**некаков** *some sort of*	**неколкав** *a certain size*	**неколку** *several*
се- *'every'-*	**секој** *everyone*	**секаде** *everywhere*	**сешто** *everything*	**секогаш** *always*	**секако** *indeed, by all means*	**секаков** *all sorts of*	**секолкав** *all amounts*	----------

	1st Person Singular	**2nd Person Singular**	**3rd Person Sing. (his / it)**	**3rd Person Sing. (her)**	**1st Person Plural**	**2nd Person Plural**	**3rd Person Plural**	**Reflexive**
	my	your	his / its	her	our	your (pl.)	their	one's own
Masculine	**мојот**	**твојот**	**неговиот**	**нејзиниот**	**нашиот**	**вашиот**	**нивниот**	**својот**
Feminine	**мојата**	**твојата**	**неговата**	**нејзината**	**нашата**	**вашата**	**нивната**	**својата**
Neuter	**моето**	**твоето**	**неговото**	**нејзиното**	**нашето**	**вашето**	**нивното**	**своето**
Plural	**моите**	**твоите**	**неговите**	**нејзините**	**нашите**	**вашите**	**нивните**	**своите**

Note: Review these charts daily, "Панда Маж е најдобариот".

THE CHURCH OF
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Missionary Training Center